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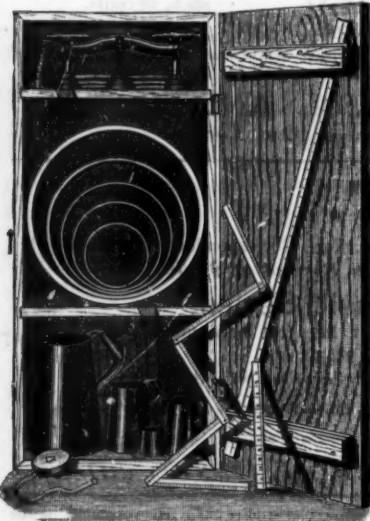
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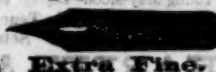
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IN this number of the JOURNAL appears the first of a series of "supplements" that will be of the highest value to the teacher. There is an abundance of what is called "educational" writing; we propose to give in these "supplements" the work of men of mark—practical men, thinking men. James L. Hughes, inspector of schools in Toronto, is the author of the first supplement, "How to Keep Order." The price of these "supplements," separate from the JOURNAL, will be twelve cents.

NO practical questions are so important just now as: "What shall our pupils study?" "How long shall each study be continued?" "What shall be the method of teaching each branch of study?" Our courses of study are now being subjected to the strong light of searching criticism. Through the influence of the old schools of philosophy, grammar, rhetoric, and logic became as early as Alexander the Great, acknowledged school branches. These included (1) forms of speech, (2) the way of presenting ideas, or, as we say now, the art of putting things, and (3) the art of reasoning, or the right ways of arranging ideas. These were the TRIVUM. To this course soon after was added, arithmetic, geometry, astronomy, and music, or the QUADRIVUM. We must conclude that these seven studies have held their own quite well, especially since we

remember that they were almost universally recognized as without question the best from the 4th century B. C. to the 15th century A. D. The question whether it is best to modify this old curriculum, as adopted without material variation in the schools of to-day, is just now the practical problem before the board of education in this city. Has modern science thrown much light on what our pupils ought to study? Has it new claims to make?

Is the WHAT in education fixed like the pyramids, immovable, and destined to remain without material change to the end of time? Here is a question we must answer.

SUCCESS is a good thing and a few incidents from real life show how it is secured. There is in London, England, an amateur dramatic society called "The Mummies." They recently decided to play a farce in which was a very unimportant part—that of a young girl who was to introduce a young gentleman, and come on the stage in the last act with a dog in her arms. There was not a member of the society who was willing to take the part. It became very serious; the part must be taken by some one. At this crisis the daughter of the famous actress, Ellen Terry, said: "I know my mother will take it." And she did. The greatest actress of our day took the part that no amateur would take, and did her part so well that all the others were forgotten. She was not too great to do the smallest thing, and do it as well as she could.

The janitor of a certain school either did not understand how to do his duty, or else was unwilling to learn. The principal, not thinking it best to make a charge against him, undertook to teach him in another way; so he took the following course. For a week immediately after school, he put on old clothes, and spent more than an hour in sweeping, dusting, arranging, and repairing, giving special attention to a different room each day. The school-house soon presented a different appearance. After a week's work he stopped a week, and then worked another week in the same manner. By this time the janitor had learned a lesson from his object-teaching principal that he never forgot. There was no trouble afterward. How much better was this than complaining or scolding? A good way to make others go the right way is to go that way ourselves. This is the road to success. "Heaven helps those who help themselves."

Two principals in a town in Connecticut concluded that it was their duty to commence the study of botany in their schools. After a month they met and the following conversation took place:—A. B. said to C. D.—

"How do you succeed in your botany task?"

"Not at all. My pupils and teachers vote it a failure. How do you get along?"

"First rate. All my pupils and teachers vote it a great success. They are deeply interested in the study of plants, and some of them have already made good collections of plants."

"This is strange," said C. D., "tell me what course you took?"

"Well," said A. B., "one day I asked my teachers and several of my advanced pupils to take a walk after school, in a field near the school-house. I knew I should find several interesting plants there, and before the walk was ended they were all deeply interested in the botany work, even those who knew nothing about the text-book. The result was, we formed a botany club, and I arranged a time for its meeting, so that all who wished could attend. The fact now is, I have half a dozen applications for membership that cannot be admitted—the club is too large for profit now."

"That is exactly what I didn't do," said C. D. "The fact is, I made a speech on the importance of the study of botany and assigned lessons in a text-

book for the next day. The pupils are studying hard but they take no interest in their work and now I see the reason why. You are a wise old boy, A. B., and have taught me a lesson." The reason C. D. did not succeed, is because he didn't work for success. His way of getting at the study insured failure. Self-activity is the law of success. No boy, girl, man, or woman can be driven into voluntary labor. We may make children work but the result will not be profitable, unless they labor in accordance with their likes. Voluntary activity is underneath successful labor. People can be forced to do a great many things, but forcing processes are always unhealthy processes. We have many other incidents, illustrating this principle, which we shall give in a future issue of the SCHOOL JOURNAL.

THE custom of giving lessons in religion after school hours on one day of the week by a clergyman, or some person accredited by a denomination has been tried in England, and found to be of little value. The children are tired, instruction is unsatisfactory, a new man comes in, to take the place of the regular teacher, who does not always inspire the respect given to other departments of school work. It is a vexed question, how shall our pupils be trained religiously? Shall we admit that religion is one thing, and morality something else? Shall we say that a child cannot be trained up ethically, and become upright, honest, and successful? Is the admitted increase of crime among young men due to increase of the church indifference? If so, then church instruction must be insisted upon in all our schools.

The old theologians believed that there is no possible way of making children good but by making them religious. Now here is a very important question. We must have in all our schools moral grit and tone, if we have nothing else. The late Mr. Thring, head master of the famous Uppingham school, was a pronounced religious man, and gave his pupils, unmistakably church diet. There is no question but that his work was eminently successful. Especially was he able to turn out a large number of upright, God-fearing young men, who became distinguished in various walks of life. Another such a man as Mr. Thring was Thomas Arnold; no man in England had more pronounced views on religious questions than he. It would be well for us, in this connection, to study the facts connected with the religious teaching practiced by the schools of the Jesuits. Their instruction has been continued now for more than 300 years, under circumstances favorable to the carrying out of their theories. What has been the result? Here we see the value of educational history in determining the very important question just now prominently before the educational public. We shall be glad to hear from our readers their views in reference to this question, and we would suggest that in writing them, they do not say that the question of religious teaching is impossible in the public schools. *Nothing is impossible that is necessary.* This is a fundamental principle. If it were necessary to tunnel the Rocky Mountains, it would be done. A canal from the Atlantic to the Pacific is a necessity; somebody will build it even though the Panama scheme is a failure. If church teaching is necessary for the salvation of the world, then church teaching must be enforced in all our schools. But we have said in former numbers, and we desire to say again, that just now the question of the necessity of religious teaching, is one that is very much questioned by multitudes of public school teachers; either they do not care about religion, or else for prudential reasons they ignore the whole subject. *Nothing that is necessary should be prudential.* Is religious—church—teaching necessary?

WHY WAS COLONEL PARKER MISSED AT SAN FRANCISCO?

For the same reason that any strong man is missed when he is absent from his familiar resorts. We hadn't space in our notice of the National Association to mention all absentees, so we singled out—the foremost leader in educational thought in America to-day. We cannot estimate the influence of a man while he is with us, but let him drop out for a time, and the measure of the space left is a pretty certain gauge of his size. Now Col. Parker is large, physically, mentally, and morally—large any way his measure is taken. It is because of this largeness that when he is absent his doctrines are certain to remain. This is a natural consequence, and we rejoiced to find them large, numerous, and lively at San Francisco, although the management was eminently conservative. *Ideas can't be killed.* But Mr. Winship wants to know what were the "doctrines that were so noticeably present at San Francisco"? If our inquiring friend had been there in attendance at several section meetings he would not have asked this question, provided he can recognize "doctrines" when he sees them. Perhaps, he has never become acquainted with them, if so, his seeing them would do him no good. There are many who are in the condition of the men who, having eyes see not, and having ears hear not, the educational "doctrines" so ably advocated by Col. Parker. What these men seem to see is a mist that rises from Germany or France Americanized. They can "enjoy his attacks upon the spelling book," but cannot comprehend his psychology and philosophy; in fact, they very much doubt whether he has any to speak of. Let us see. We turn to his "Talks on Teaching," a book published before Mr. Winship was educationally discovered, and what do we find? Doctrines, doctrines, doctrines, all of it doctrines, and their applications. We quote at random here and there:—

"We do not learn the word in order to read the sentence, but we read the sentence in order to learn the word."

"With the child, thought has always controlled expression."

"In writing words the child follows exactly the method of learning the spoken language."

"Whole words cannot be analyzed until they are clear mental objects."

"All words that do not recall ideas except in their relations should be taught in phrases and sentences."

"Education is the generation of power; and the generation of power, in the right way, is the very highest economy of which a man can conceive. *We learn to do by doing, to hear by hearing, and to think by thinking.*"

"Play is God's method of training the child to work."

"The means of growth must be exactly adapted at every step to the varying conditions of the child."

"Every demand for expression must be a demand for thought."

"Every activity is called forth by the influence of motive."

"There is but one thing to educate, and that is motive."

"The first law of expression is, that *only by the best you do the better*; the second law is, *the least possible effort necessary for the expression.*"

"The courage of crudeness is the secret of success."

"Economy in growth is the concentration of all modes to one purpose,—the development of power."

"When we make the means the end, then comes failure."

What are these but "DOCTRINES"? But somebody says; "They are not new." Who said they were? There is nothing new in this world. When God made the world of mind and matter, he created materials and laws. Man adapts to his uses what is given him. New combinations are possible. There isn't a new word in *Paradise Lost*, but *Paradise Lost* is new. There isn't a single new particle in Mr. Winship, but in spite of his old ideas, Mr. Winship is new. Granted that all the doctrines of the "new" education are old, it doesn't prove that there isn't a "new" education. There are every day new applications of old "doctrines." If any one of the four men to whom Mr. Winship refers, who are laboring to produce new thoughts to the world, succeed in expressing a single new idea they will be smarter than either Lord Bacon or Plato were. THE SCHOOL JOURNAL has been ringing old thoughts in a new fashion for the past fifteen years, and this is one great reason why there is a new education to-day. Who says, except the *Boston Journal of Education*, that "the best in the new is German, as a rule, though some of it is French, . . . largely German and French

pedagogy Americanized." Col. Parker is an American, pure and simple, although he draws his materials and inspiration from all sources.

Now one word concerning the secret of the Colonel's popularity—*He strikes cords that vibrate*, for the response comes from ten thousand quivering hearts. Without the hearts there can be no vibration. THE SCHOOL JOURNAL and Colonel Parker will die, but education will live, and with each recurring year there will be new fruits. We have only begun to reap. In the near future there will be new and still newer and better results. The teacher's work will be joyous, permanent, and profitable. The educational world is to bloom and blossom like the rose. Now if the *Journal of Education* expects to enter into this rest it must make haste to get converted, but, as far as we can see, it is not yet on the anxious seat. Come up, brother.

THERE has been a tempest in a teapot over the action of the Boston school committee, in withdrawing Swinton's text-book in history from their schools. In view of this action, the Evangelical Alliance of Boston declares that "the state should at once resume control of public education and make attendance compulsory upon all children of school age and good health, except those who attend such private schools as are under the approval of the state, and we hereby petition the General Court to enact laws that shall secure this result, and we call upon all citizens, irrespective of partisan relations, to unite in maintaining the public schools." Compulsory attendance is good, but the alliance is wise in not insisting that all children *shall* attend state schools. Children must be educated, but the parent can elect where he likes and the state can legally supervise the results. But what is meant by asking the state to "resume control of public education"? When did it give up this control since the church and state separated? Under the old New England plan of supporting church and school by public tax, the church had a great deal to say as to the methods of education. But that time has passed. Now the church has nothing at all to say as to the management of public instruction, and we hope this condition of things will continue.

THE "Industrial Idea in Education" is the title of an article in the *September Century*, from the pen of Charles M. Carter. It does not discuss the subject at all broadly, merely inquiring what has been done and what can be done. The best part of the paper describes what may be done with a wooden match-box by a skilful teacher; effects on the mind are clearly pointed out. It well says throughout the whole experience "the mind has been exercised in studying the thought to be expressed." Again, "all the energies of the mind being thus enlisted in behalf of a true expression of thought, the moral effect is assured." The last four words,—what do they mean? We are certainly not to suppose that construction aims at moral culture. Of course in the large sense in which "moral" is used, sweeping a room is "moral," as George Herbert well says: "The broad sweep of the manual training movement (construction-education, creative-education are far better terms) is beginning dimly to be seen and comprehended. It has taken long to convince those whose training has been almost wholly in language, that education was really meant, was really aimed at. But the intense study given by a few to the problem of education, has led to an investigation of all the agencies that affect mental growth. The relation of expression to development has been seen to be very close; but what shall that expression be? Shall it be wholly in words? We do not propose here to discuss the subject and so stop."

THERE are very encouraging signs in Brooklyn. In the first place, Supt. Maxwell is a man open to conviction; he is willing to listen, and he listens to learn. He is aware of the fact that Brooklyn, at her present rate of progress, may become the greatest in population of all American cities, and he stands in the most important place of all superintendents. It will be a great thing to be competent for such a place. Supt. Maxwell made an impression at the State Association; frank, genial, and thoughtful. That he came to the association was a surprise. It is not often the superintendents of the large cities of the state do themselves the honor to attend. Then, again, the principals of the Brooklyn schools are not afraid to meet and discuss educational topics. They are evidently growing as educators; and we shall not be surprised if Brooklyn becomes the educational city of America.

INDUSTRIAL education is even now not an ideal thing, but it is destined soon to become a part of the curriculum of every public school in the country. The first step toward this end will soon be taken. President Atherton, of the Pennsylvania State College, has called a meeting of industrial school principals, in order to obtain information gained concerning other industrial schools, both at home and abroad. The principals will recommend to the state legislature the best method of introducing the system at first into the cities, and later into country districts. If industrial education were once authorized by our legislatures, its national adoption would only be a question of time.

A POINT seems a little thing, but sometimes it becomes very important. It can be left from the end of a sentence and not destroy the sense, but omit it when it should do duty as a decimal point, and there is sure to be trouble. In the July INSTITUTE, page 349, under first grade arithmetic, question 3, there was printed "Subtract the sum of 371," etc. The figure should read .371. Think of the people inconvenienced by this single error, and judge how necessary it is to be correct. A reader of this paper has written at least four letters about it to various persons. The state superintendent was requested to send a duplicate set of questions. The editors of the JOURNAL looked the matter up. Many unknown and uncounted teachers puzzled their brains over an impossible problem. "And all for want of a decimal point."

DR. POWELL, at the summer school at Des Moines, Iowa, gave some interesting points relating to composition. He said there were four laws; (1) selection, (2) completeness, (3) arrangement, (4) symmetry; over all is the law of unity. In teaching children they should be led to select proper things to say about a cat, for example, to say all that can be said, to put what is said in good order (beginning at the proper place and ending at the proper place), and to say what is said about the parts in a proportionate way. And finally what is said about the cat should be well unified.

A NOVEL feature was introduced into the Glens Falls, N. Y., summer school this season. A laboratory was fitted up with the necessary materials to construct home made apparatus for experiments in elementary science, which was put under the management of Mr. John F. Woodhull, author of a manual on home made apparatus. Twenty-nine enthusiastic teachers availed themselves of this opportunity of getting instruction in making and using simple apparatus with which to illustrate the first principles in science. We understand that the undertaking proved so successful that steps have already been taken to repeat the same thing next year on a somewhat larger scale. We believe that this is an important step in the right direction. Teachers can bring about the desired reform in school teaching much quicker by taking hold and *doing* these things, thereby showing that their theories are practical, than by merely engaging in discussions about reform.

BOYS are to be encouraged to maintain their dignity, for boys have rights as well as men. We have just read of a boy boot-black, who advertises thus, "No ungentlemanly, drunken, or disorderly person's boots or shoes will be polished here." That is right.

And right here we may add that a child is entitled at school to the same courtesies, the teacher should expect at that pupil's house. The common ground on which both meet is the ground on which gentlemen meet; the teacher is at his house, the pupils come there, and are bound to be courteous to him. Add to this what the law and the usage of centuries recognizes the duty of obedience, and you have the position of the pupil.

A TEACHER of eminence said in regard to our criticism on President Eliot's article, that we did not go far enough. That the president evidently wanted to "enrich" the common school course in order to get more boys into the college. That he, as well as many other college men, think all the common school is for is to fit boys for college.

The colleges for a century made the mistake of supposing they were a sort of heaven for boys to go to that knew a little Greek and Latin. They will not make that mistake again. President Eliot seems to have "lost his grip" by holding the college out as the end of an intellectual existence.

"SIMPLE EXPERIMENTS FOR BEGINNERS IN SCIENCE," by Prof. John F. Woodhull, will appear about Jan. 1, 1899. It will be an interesting volume.

The first kindergarten ever opened in the city of Mexico, was commenced on August 2 last, by Mrs. Bessie Files formerly of Houston, Texas.

The committee on awards to educational exhibits, at the National Educational Association at San Francisco, resolved that a certificate of excellence be awarded to Daniel T. Ames, of New York City, for school diplomas, certificates, and testimonials.

DR. HILL, of Lewisburgh, Pa., president of the university at that place, is in Germany for a year's travel.

MR. GEORGE W. DAVIS, recently of Laramie, Wyo., is teaching at San Luis Obispo, Cal. Mr. Davis went to the National Educational Association meeting at San Francisco, and he liked the country so well that he made arrangements to stay there.

BASE-BALL college education is prospering, and bids fair to be a regular election in the course of study for graduation. Not long since, President Bartlett strongly urged upon the students the necessity of providing for the erection of a ball cage for winter practice of the nine. The cost of the building will be about \$3,000. The president subscribed \$30 and the students \$1,025. It is hoped, by sending a man among the alumni, to raise the required amount by October 1.

MISS ADELINA FAIRFIELD, who was formerly director of Houston kindergarten and has been engaged during the past two years by the state school boards of Louisiana and Texas as lecturer on kindergarten in their normal schools, will during next year occupy the position of Professor of History and Methods in the Normal College of this city.

MR. W. N. HULL, of the Iowa State Normal College, at Cedar Falls has been elected professor of commercial law, physiology, and mechanical drawing in the State Agricultural College, Corvallis, Oregon. Mr. Hull has been an active educational worker in Iowa, and is known to the readers of the JOURNAL as our state correspondent there, also by many practical articles. He was an excellent draughtsman and was head of the department of drawing, penmanship, and elocution in the Cedar Falls Normal. We wish him abundant success in his new position.

As has been said over and over again in these pages, the subject of industrial education is going to be more misunderstood than understood. The term is a bad one to start with; every one at once jumps to the conclusion it means to teach one some industrial occupation. The term manual training is better, but that too is bad, for the end is mind training. Creative and constructive training is better, and gives a clearer idea of what is aimed at.

Mrs. A. J. Cooper read a paper before the North Carolina Teachers' Association that, like several that have come to our notice, commits the error of supposing that industrial education aims at material prosperity. It is not proposed to re-argue the case here. It is only proposed to urge upon those who attempt to present the case of manual training, to plant it rightly upon educational grounds, or there will be a grand failure. Teachers should study this subject with the utmost care; it has its depths; it is probably the deepest subject before educators.

A DAY or two ago a young lady, a graduate of Mrs. Kraus' kindergarten seminary, came in and purchased nearly four dollars' worth of books, "Quincy Methods," "Hall on History," "Education by Doing," "Welch's Psychology," etc. She remarked, "I feel it necessary to know all I can about education." We could not but feel that one starting out with such feelings would assuredly make a success.

DR. WELCH author of "Talks on Psychology," gives the following as some of the principles that must govern the educator:

1. Earnest, oft-repeated efforts give power to the faculties that put them forth.

2. The thing must be learned before its name.

3. The concrete should always precede the abstract.
4. Imagination cannot be developed until the knowledge out of which its images are made is gained.
5. Particulars should be taught before the general classes into which they are grouped.
6. The facts on which we reason must be grasped before the processes of reasoning can be fully comprehended.

Every act is at first spontaneous; by the power of attention we change a spontaneous act into a voluntary one. Attention is the power that enables us to be educated.

At a teachers' examination in Jones county, Iowa, in answer to the question, "What is hygiene?" a young lady applicant for a certificate to teach school, answered: "It is the soft spot on the top of a baby's head which gradually becomes harder as the baby grows older." The board or directors rejected her application.

In the supplement "How to keep Order," Inspector Hughes discusses an important subject. He speaks whereof he knows. There is no one on this continent more competent to write on educational subjects. It is believed good articles, in this form, will hasten the day of professional teaching. The JOURNAL has spent money and time freely to advance the teacher's profession. These supplements are another effort in the same direction. Read and preserve them.

OUR SUPPLEMENTS APPRECIATED IN IOWA.

A SUGGESTION.

A leading teacher in Iowa writes:—

"Yesterday I read to my students your announcement in regard to your supplement. I was glad of this valuable addition to your already excellent JOURNAL. Allow me to suggest that the following topic would be of great use: 'What work for the hands to do can profitably be given in connection with the study of each one of the common branches?' We have all noticed how happy the children are when the fingers are busy. Your large acquaintance with our teachers will enable you to assign parts of this general topic to different persons. I trust you will not think me too officious in offering this suggestion."

Decorah, Iowa.

J. B.

The suggestion is a good one. The subject is one of great interest and shall receive the attention in the columns of the JOURNAL its great importance demands. By the way why can we not have a few hundred such letters each week? Write us what you think, what you do want, and what you don't want. Let us have all in one letter from at least 20,000 of our subscribers.

THE TEACHER PREPARES FOR THE EXAMINER.

FROM REAL LIFE.

"Children the trustee is coming next week to examine you. He wants you all in one grade. Now, you know some of you cipher in fractions and in long division; some of you can only add single columns; some of you can read anything; some are in first reader. I shall put you all in the fourth grade. You can read in second reader. Spell easy words. Add in single columns and subtract 3's, 4's, and 5's, from any number below 30. Write your letters and words without capitals. If he asks you to write any words, please don't give hard ones. If he says write any sum you please, don't put down:

"A man bought 25 yards of calico at 14½ cents a yard, and sold it at 16½ cents a yard. How much did he make or lose." You could do that, some of you, at least. Instead put down a small column of figures in two places in addition. He will think that smart. Now don't let me see a single one of you get out of the fourth grade. Those below it I will set one side not to be examined, as not prepared. Remember! Remember! Remember!"

INDUSTRIAL EDUCATION IN KANSAS.

In articles upon Indian education why is it that Haskell Institute, Lawrence, is never noticed? The writer made a visit to it in June, and found it the most instructive and interesting educational place he ever visited. It is a gigantic industrial school, where are found four or five hundred Indian youth, from five to twenty years of age, who are being civilized. They are taught the ordinary branches and besides are taught to work. They there manufacture all their own wearing apparel, make their own wagons and farming tools, cook their own food, and raise their own crops. Con-

SCHOOL MEN TO THE FRONT!

The Republican party of Colorado has nominated for Lieutenant Governor, W. G. Smith, of Golden, Ex-County, Supt. of Schools of Jefferson County, and for Supt. of Public Instruction, Prof. Fred Dick, Prin. of Trinidad schools and Ex-Supt. of Las Animas Co. The prohibition party has named for Sec'y of State, Prof. W. W. Watters, Supt. of the Leadville schools. One of the most prominent candidates before the Republican convention for Governor was Dr. D. H. Moore, Chancellor of Denver University. His defeat secures his services to the school work, hence we do not sorrow as those who have no hope.

Does it not promise well for good government in Colorado, when educators take such an active part in the work of her political conventions.

Colorado pedagogues do not entertain the idea that their profession should exclude them from any of the privileges or relieve them from any of the responsibilities of citizenship. And this is right; never will the best sentiments of the people prevail in the legislation and administration of our government until the best citizens take part in our primaries and in our conventions. Shall we not rejoice that the Prohibition party is accomplishing wonders in the way of bringing into political harness a class of good men who have been stay-at-home kickers?

Howard, Colo.

JACOB H. FREEMAN.

TEACHERS' CLASSES IN THE ACADEMIES OF NEW YORK.

During this fall term of school, about one hundred classes will be organized in the academies and academic departments of union schools, more than at any other one term. This line of work as well as other departments of work for the qualification of teachers, feels the quickening impulse imparted to it by the state uniform examination. This year the class work is upon a regular program of study. They take up during this fall term School Economy from Sept. 3 to 28; Number from Oct. 1 to Nov. 2; Penmanship from Nov. 5 to 15; Free Hand Drawing, one recitation each week. The aim of the work is to train teachers in the theory and practice of teaching, and to cover in the course of study those topics embraced in the state uniform examination. Many who have been teaching in the rural districts will find it necessary, under the present system of examination, to become better qualified for their work. These classes afford the means to review the subject-matter branches, and study the methods of teaching.

We shall offer from time to time through the columns of the SCHOOL JOURNAL, suggestions and articles on these different topics during the time they are discussed by these classes.

THE EXHIBIT OF DRAWINGS.

In the exhibit of drawing displayed at the New York State Teachers' Association, at Watkins, July 4, 5, and 6, there were things to criticize, and things to commend. The work from Albany, Syracuse, Kingston, and Mt. Vernon schools was arranged in one room, and on account of the limited space the work was considerably crowded together, and much of it placed too near the floor to be readily seen; while there were many drawings which showed skill and painstaking effort, yet the work was not graded and arranged so that we could distinguish the steps from one year to another and follow the progress made, neither could one distinguish what the course of work in drawing consisted of in each grade of school life; this we believe is of great importance. An exhibit will fail of its object unless the drawings be so arranged that one may follow the different steps from the lowest to the highest grade, and be able to note the kind of work in each grade. To accomplish this there should be a plenty of space to display the drawings and the work of each grade should be distinctly labeled, also the work of each city, village, town, or school should be so arranged that visitors can readily distinguish the beginning and the end of the exhibit from that place.

The exhibit from the Brooklyn public schools, filled two large rooms; in one room was the primary, and in the other was the grammar grades work, all mounted upon uniform cardboard sheets about 23 x 30 inches. The work was arranged by grades, three mounted charts of drawings from each grade; each chart was labeled with the school, the grade, and marked "class work."

Directly above this line of charts hung similar charts upon which were mounted the same figures as seen on the lower row cut from paper, labeled "Home work." This showed the voluntary home work of the pupils, and was a very interesting feature.

Among the primary grades work we saw cut and made from paper such objects as doors, wooden bridge, fence, hexagonal frame, street lamp, and designs for tile patterns composed of hexagons cut from paper, two colors arranged alternating; also borders, stained glass window patterns, and a variety of objects represented in form, the pupils having drawn the form first, then re-drawing and cutting the same from paper; colored papers were largely used for the cutting.

A line of charts labeled "Teachers' models" was displayed; upon these were mounted the surface models (made from colored cardboard about three times the size of the pupils' drawings) of every drawing made by the pupils in the primary grades. These, we learned, the teachers in many schools make themselves, and use them in teaching. The teachers' models exhibited were from primary school No. 55, and were very skilfully made.

In the room where the grammar grade work was displayed, were many excellent paper cuttings; and in the higher grades a large number of useful articles had been made as home work, in application of the class drawing. Among these we saw such articles as handkerchief boxes, toilet sets, glove boxes, jewel boxes, boxes for cuffs and collars, work baskets, mats, aprons, duster bags, tidies, pen wipers, all made and ornamented from drawings made by the pupils. On another table, evidently the work of boys, were molding, rosettes, panels, fruit, flowers and leaves carved from soap, and a variety of work in wood, the splice, mitre joint, mortise and tenon, these were applied in the making of frames and boxes.

A very noticeable feature of the exhibit from the Brooklyn schools was the practical side. It was an exhibit not only of drawing but it constituted a great variety of home made, useful articles; we could not but feel that the pupils following such a plan of work must take great interest in it, and gain a great amount of useful knowledge.

A GREAT step has been taken in Boston. Mrs. Shaw (Prof. Agassiz's daughter) had supported fourteen kindergartens at her own expense for ten years. In December last a committee of the Boston school board reported in favor of incorporating these kindergartens with the public school system. Supt. Seaver had issued a circular asking primary school teachers to give their views as to the results of kindergarten training, and had sent it to two hundred teachers. These answers were so uniformly in favor of the kindergarten, that the committee could not but feel their force. (The circular issued by Supt. Seaver may be had of him, and is excellent reading.) The school board has just incorporated the fourteen kindergartens, and this we deem a very important step. It is not so very long since a prominent member of the New York school board pronounced the kindergarten a "humbug," because "he had sent a boy two years and he had not learned how to read."

Supt. Seaver says there are "quickened powers of observation," "power of expression," "readiness to learn reading," "considerable knowledge of numbers," "considerable development of the active powers," besides "manifestations of a sense of justice," "a recognition of the rights of others." In fact, the training received has been what the advocates of the kindergarten claim for it.

OBSERVATION LESSONS.

By E. E. KENYON.

[Continued.]

Col. Parker says: "All our thinking depends upon clear concepts." The truth of this can be established by asking of each of the intellectual faculties what it operates upon. They all operate, directly or indirectly, upon concepts, or mental pictures of objects. Since the concept is the source of all thought, it becomes the center of intellectual education; and with intellectual education goes hand in hand the training of the tastes, the emotions, the morals, the will. The concept, then, becomes the center of all education, if this view is correct; and it becomes a vital question: Of what is the concept made?

Our concepts, or mental pictures of objects are made up of these percepts, these very elements of thought before alluded to: Color, form, number, motion, temperature, etc., sound, and sometimes taste and smell. These elements flow from the outer object into the mind through the several senses. If, then, we bend ourselves

to the task of building a clear concept in the pupil's mind, we give him sense-training under all the heads of the curriculum; we necessarily exercise the faculties of perception and conception and, incidentally, some or all of the other intellectual powers. By a systematic use of this diagram we can get the most out of an object in the way of coherent teaching.

I use the word concept in the restricted sense, *Individual Concept*. I do not mean the chain of flitting fancies comprised in a general notion. The difference is this: *Horse—A horse*. If I ask you to think horse you think of all kinds of horses that you have seen or read about. You think zebra, Shetland pony, donkey, mule, well-fed horse, nag, wild horse on the pampas of South America, Brooklyn car horse; and if you happen to know the history of the horse, you travel back along the line of his evolution from a five-toed quadruped. Such a concept as this is of little pedagogical value, particularly in our lower grades.

If I ask you to think *A horse* you call up an *individual concept*, the mental representative of an individual horse. Some call this mental picture a percept, but I have good authority for calling it a concept; and I like the name because it leaves *percept* free for a more legitimate use.

The children will not tire of one object in a day if the presentation is varied. Place a six-month's-old baby in his high chair and put before him, but just out of his reach, a silver call-bell. He will try to grasp it. Failing in this, he will look at it and talk to it in a language of his own for a given length of time. He is gathering in impressions of color and form through his eye. His mentality is feeding, and the process is as pleasurable as is that of feeding the body. By and by his eyes have gathered in all that his nature wants in that line. He wearies of looking, ceases his expressions of pleasure at the presence of so bright an object, turns away from it, and wants you to "take" him. Instead of taking him, put the bell within his reach. It has an entirely new interest for him now, because he can study its properties with new tools. He clutches it, slaps it, rubs his baby hand and his baby tongue over the smooth and shining surface, gathers in impressions of form, temperature, and hardness through the sense of touch. When he has had enough of this he throws the bell on the floor and again clamors to be "taken." Do not take him, but give him back the bell and show him how to ring it. Here is a new delight, a new kind of mental food, a new means of growth, and the bell is a new object to him.

The child of seven, when compared with the baby, has a trained mind, or, at least, if I may be allowed the expression, a trained *mental physique*. By this I mean that his senses have received much culture, whether systematic or accidental; that the brain centers have become responsive to many outer influences that do not consciously affect the baby's brain; and that the memory has recorded an immense amount of fact. He can study the bell more minutely than the baby, and, with equal pleasure, spend a much longer time with it.

The adult, with his powers of generalization, etc., can extend his study so as to practically fill the remainder of his life with one subject, as Darwin did—as most earnest workers do. We have the subject of teaching—the most exhaustless of all, because it includes all others. If we could get to the end of its discoveries, its problems, its unexpected phases, we should then immediately weary of it, as the baby did of the bell, when its possibilities for him were exhausted. This is the secret of the sad monotony life wears for those who spend their days at—carding buttons, for instance. There are no new developments for them. In our calling there is no danger of coming to a standstill. Fortunately there need never be anything final for us—only continued progress from what seems good to-day to what will seem better to-morrow.

Having selected a suitable object of which you are to establish in the children's minds a clear concept, arrange your thoughts and ask: 1. How many *senses* can I cultivate by means of this object? 2. In how many *ways* can I appeal to each sense?—or, in other words, how many thought elements can I strengthen? 3. How many intellectual faculties can I exercise upon it? 4. When and where can I find occasion in the course of all this for some little moral lesson, not too preachy-preachy?

It will be found that when these questions have all been fully answered an ample discussion of the object and a good day's work have been provided. Applied psychology is not so difficult as it looks. It only requires those very necessary qualities of the teacher, a little patience, a little ingenuity, and an earnest motive.

ARE you a friend of the JOURNAL? If so, please send the names of several teachers who do not take it.

ECONOMY IN SCHOOL WORK.

Just now 2,535 teachers in the high schools and academies of New York are studying "School Economics," and this article is designed to be helpful to them as well as to thousands of others who are interested in this important subject. We are learning better every day how to economize time, brains, and money.

TIME CAN BE SAVED BY JUDICIOUS ARRANGEMENT OF CLASSES.

This does not mean that classes should be reduced to the fewest number possible, but it does mean that those pupils of the same advancement and capacity, who are pursuing the same subjects, should be put together. In an ungraded school, or in a school in which the grade is quite flexible, more freedom can be given the teacher, and consequently much more efficiency will result. Frequently arithmetic is taken as the test of advancement, and no pupil, however advanced he may be in writing or other branches, can be promoted unless he can "pass" in numbers. This is depressing in its influence upon dull pupils, and wasteful of time, for two or three backward pupils in a class will often take most of the teacher's time during an exercise. She will labor to bring them up to grade, feeling that the majority of the class are all right, and she only needs to spend her time and strength upon the dull ones. Now an economy in classification would direct her to classify her pupils in reference to their needs. The bright ones in arithmetic could be pushed forward rapidly, and thus the spur of success and the zest of conscious progress be given to them. A class of dull pupils in arithmetic could easily be treated in a special manner, and a few minutes of time, devoted to them alone, would suffice to show them the way through difficulties that in a large class would remain obscure. The fact that classification as to capacity is not possible in our city graded schools, renders them less efficient than they otherwise would be. The teacher then must study carefully the classification of his school at the commencement, but he must remember that a program is not an inflexible thing; it must be subjected to occasional change, or else much of the work of the school would be unprofitable. The question, then, the teacher should ask weekly is, how can I re-arrange my program and the membership of my classes so as to promote the highest efficiency of the pupils under my care? This necessitates the study of individualities, and just this is what has made many of the best teachers of the world so eminent. Nothing marked the character of Thomas Arnold more than his constant study of individual pupils, and adapting instruction and arrangement of classes to the needs of his various scholars.

WHERE TO PUT DIFFICULT SUBJECTS.

It will be obviously improper to place an exercise requiring great mental application and careful attention at the close of either the forenoon or afternoon. Music at the commencement or at the close of a school, and certain exercises and lessons, can be made very attractive. These should be put near the close of the half day, when the fatigue of the school is likely to be the greatest. Most of the real hard work in a good school is done the first two hours after the opening in the morning. During the latter part of the day the mind becomes distracted, the memory is often obscure, owing to pre-occupation of the mind about other things. Therefore it is economy for the teacher to study carefully the arrangement of his studies as to the amount of mental application they require.

ECONOMY OF NOISE.

Noise is not always an undesirable thing. There are times when pupils should make all the noise they please, and then again there are times when they should be quiet. There is a time and place for everything. The practice of permitting questions at all times during the day should be dispensed with. Finger signs can be used to indicate what is needed. By means of these, the pupil can communicate without words, and the teacher can answer by a nod or otherwise, and thus not disturb any one in the room. In many good schools the permission is given to pupils to leave the room at certain times without asking. The truth is, more quietness can be secured by giving pupils as much freedom as possible, without troubling the teacher. Finger signs may be made to indicate many questions, as, "May I consult the dictionary?" "May I borrow a book?" "Can you answer me a question?" etc. An ingenious teacher will devise many ways of communicating without the use of words. The bell has been very much abused. At present many of our best schools dispense entirely with it. The pupils will very soon learn what is required of them and when the time of the recitation has arrived, they

can without notice rise, and in an orderly manner proceed to the seats, or leave the room. When the time of a recitation arrives, without a word being said by the teacher, she can take her place at the desk, and stand quietly looking. The result will be that pupils will take the work into their own hands, and do it much better than they would if they were minutely directed by the teacher. It is common in some schools to hear the teacher say, in a loud voice, "Pass," "Be seated." The same sentences are spoken in retiring from the recitation bench to the seats. This noise can easily be dispensed with. Let pupils understand what they are expected to do, and the majority of them will be very willing to do it. *Unnecessary noise can be eliminated by avoiding personal remarks.* When anything is seen out of order, it is of very little use to attempt to bring a disorderly boy into order by singling him out and talking to him in the presence of the whole school. Let his disorder be borne for a little while—it will be an economy of time and patience. At the proper time, in a proper way, he may be talked to, and the probabilities are that he will be much better after this *quiet* conversation than he was before.

When a teacher says to a pupil, "You are out of order there," or "John, look out there, you are walking very awkwardly," he has at once created an antagonism, and if he is somewhat stubborn and proud, the pupil determines to show the teacher that he is independent, and thus the seeds of difficulty are sown, and the teacher has trouble. All of this can be avoided by a quiet talk so arranged as not to anger the boy, but rather to draw him away from the wrong, and lead him to see that it would be for his own advantage to do the right thing.

Many schools get into perfect order without a word being said. The instant the hands of the clock indicate the time of commencing the school, the teacher stands a moment, if there is any little disorder, and simply waits. It is economy for a teacher to wait sometimes even five minutes quietly and say nothing at all. A silent look carries with it oftentimes more weight than an hour's stormy talk. Successful teachers understand the potency of this force.

ECONOMY OF TALKING.

We all talk too much for our own and others' good, and teachers are especially guilty of this sin. Let the pupils do the talking, excepting when it is necessary to say something, *and then say it, and be done with it.* We have seen an excellent recitation commence, proceed, and close with but very few words from the teacher's lips. The pupils did the work, and they did it in an exceedingly profitable manner. It is not the place here to point out exactly the way in which this can be done with the most profit, but it is great economy if it can be done, *and it certainly can.* Teachers of course must not be silent; there are times when they should do a good deal of talking. But it has been often the case that pupils have been hopelessly muddled on account of volubility. There are many times when a single question skilfully asked will help a pupil out of darkness into light. He is led by it to see exactly where the difficulty is, and provide for it. Often have pupils said in answer to a skilful question, "I never saw it in that light before," or "I see it now clearly." A barking dog seldom bites, and a voluble teacher seldom succeeds in securing success.

ECONOMY IN GOVERNMENT.

This consists in leading the pupils to know what the teacher expects, and securing co-operation in obtaining it. The will power and self-control of the teacher are mighty forces, and can be much more economically applied than the publication of a set of rules, however excellent they may be. But will power and self-control suppose that the teacher understands clearly what he wants. A thoroughly self-possessed teacher will exercise great influence over his pupils, while one who has weak will power and little self-control will always fail in securing their respect or discipline. Therefore, there should be, as the elements of governing power, system, vigilance, energy, confidence, and above all, heart-power. No class of persons discern hypocrisy quicker than pupils. Let a teacher be insincere, and he will unconsciously indicate it. He cannot help it. If the real heart of the teacher is in his work, and he knows what he wants, and he has sufficient will power and self-control to carry out his desires, he will not fail of success. *Governing power* is a source of great economy in school work. The worst pupils in a school are those who are stubborn and unreasoning, and nothing will conquer such pupils quicker than a determination on the part of the teacher to have his own way. But this determina-

tion must not be expressed in commands, either written or spoken, but by a certain consistency and dignity that marks the teacher's carriage and conversation. The pupils will say among themselves out of doors, "He means what he says," or, "There is no nonsense about him," or, "I think he understands his business." When pupils become convinced of this fact, and give the teacher credit for it, his success is certain, and with the least expenditure of mental and physical force. The law of kindness, with consistency and firmness, will carry a teacher a long way towards success in government.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

FACULTY CULTURE BY DRAWING.

By FRANK ABOEN, Cleveland, O.

JOHN'S SLIDE.

John lived in a small house. (Fig. 8.)



Draw a picture of a small house perhaps a foot high on the blackboard. (Fig. 8.) Pupils do the same.

John had a dog whose name was Tige. Tige lived in a dog-kennel that stood just under the window of John's room where he could see him the first thing in the morning, and the last thing at night. (Fig. 9.)

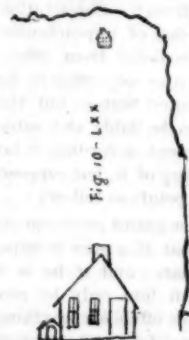


Add the dog-kennel. (Fig. 9.)

John went to school in a school-house that stood on a high hill a long way off. Let us draw it.

Because it is on a high hill we must make its picture nearer to the top of the slate than we make the picture of John's house, and because it was a long way off, we must make its picture smaller than the picture of John's house.

Add school-house. (Fig. 10.)



The school-house was a large one, so we must show that it had a good many windows.

Add the windows in school-house. (Fig. 10.)

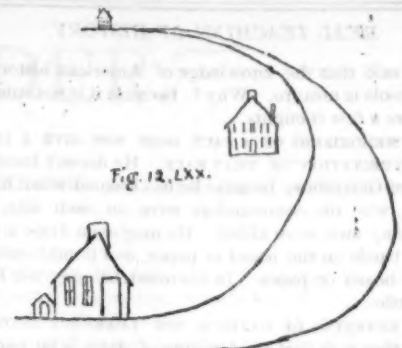
The road by the school-house was level, but it soon began to go down hill, and make a bend round in front of John's house.

Add the road. (Fig. 11.)



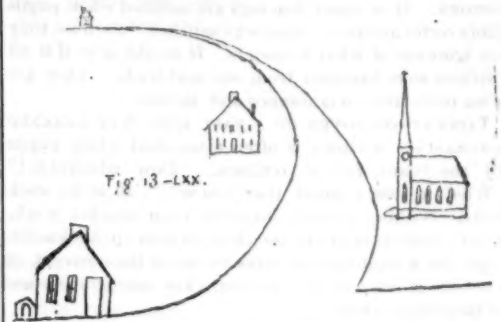
There was a large house part way up the hill, on the way to the school-house where John's grandmother lived.

Add grandmother's house. (Fig. 12.)



A short distance further down the hill on the other side of the road stood the church where John went to Sunday-school.

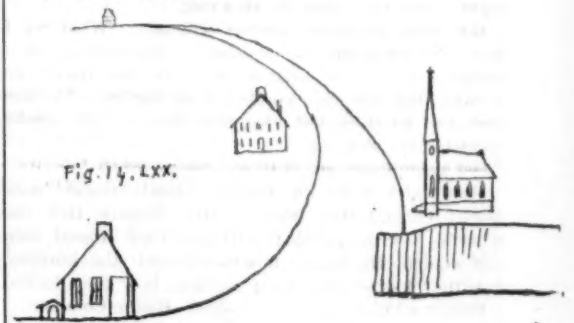
Add the church. (Fig. 13.)



Just below the church was another road.

Add the other road. (Fig. 13.)

Along the farther side of this road there was a fence. Add fence. (Fig. 14.)

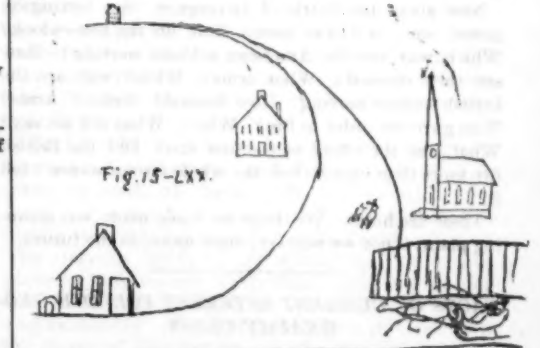


John had a new sled, and when he went to school he took it with him as far as his grandmother's, where he left it and Tige until school was over. And then he would have a fine slide home with Tige running at his side.

One day he started as usual on his slide home.

Here we see him on his sled, and Tige running by his side.

Add John on his sled and Tige running by him. (Fig. 15.)



Just at this moment there came a man in a sleigh along the other road.

Add the man in the sleigh. (Fig. 15.)

But John and Tige were having so much fun that they were not on the lookout, and they were making so much noise that they did not hear the man's sleigh bells. The man was also busy. He was so busy thinking about his work that he was not on the lookout, either. So both kept right on until they were so close together that neither could stop soon enough, and John's sled ran right under the horse. This so frightened the horse that he jumped and ran away. The sleigh was badly broken, and both John and the man were so much injured that neither could go out of doors for many weeks.

REAL TEACHING OF HISTORY.

It is said that the knowledge of American history in our schools is meagre. Why? Because it is not studied. Here are a few thoughts.

THE MEMORIZING OF A FACT DOES NOT GIVE A CHILD AN APPRECIATION OF THAT FACT. He doesn't know the battle of Gettysburg because he has learned when it was fought, who the commanders were on each side, and how many men were killed. He may even draw a plan of the battle on the board or paper, and it may only be on the board or paper. In his mind he may not know the battle.

THE LEARNING OF DATES IS NOT LEARNING HISTORY. One author says that the learning of dates is no part of the study of history. This is an extreme statement. Dates are crutches, but crutches are not parts of a man. They are to be thrown away as soon as possible.

ANSWERING TEXT-BOOK QUESTIONS IS NOT STUDYING HISTORY. How many teachers are satisfied when pupils glibly recite answers. And why satisfied? Because they are ignorant of what history is. It would be well if all questions were banished from our text-books. They are often premiums on ignorance and laziness.

TABULATIONS COVER UP A VAST AMOUNT OF LEARNED IGNORANCE. A visitor is often astonished when pupils fill the board full of outlines. "How admirable!" "What a vast amount they know!" It is no such thing. Nothing is more deceitful than bracket work. A very learned man can use them to sum up his knowledge, but a beginner can make no use of them except as a review of what he has learned. Let teachers beware of tabulation work.

READING AND TELLING WHAT IS READ IS NOT HISTORY. "Recite what you have learned," will be heard all over the land this fall. "Commence where he left off and go on," will follow right after the first command. The teacher thinks, "This is good, no questions, no prompting, all the pupil's own work; this is surely right." No, no, it may be all wrong.

But some perplexed teacher will say, "What can I do? No questions, no reciting, no tabulations, no—nothing, do tell me what to do." Do, my friend, do nothing but give your pupils a realizing idea of things past, and let them tell what that idea is. Let us take an example. Subject:

BOSTON AT THE TIME OF THE REVOLUTION.

How did it look,—the harbor—islands—the old state house—Faneuil Hall—Breed's Hill—Bunker Hill—the wharfs—how the people looked, how they dressed, men and women—the houses, how they looked—the churches, how they looked—American soldiers, how they looked—British soldiers, how they looked—Boston Common.

These are a few topics. You must see Boston at the time of the Revolution or you cannot teach Boston at the time of the Revolution. YOU CANNOT. Do you ask, "How can I see?" etc. By pictures and descriptions. Use your imagination—correct imagination. Do you see, now, an old New England farmhouse, large room, spinning wheels, fireplace, beds, garret, woodpile, barn, well-sweep, the boys and girls, the young men and women, the old women and grandam in her old rocking chair. Do you see all these? What did the people eat then? How did the table look at dinner time? How about books, how many, what kinds?

Now about the battle of Lexington. See Lexington green, now, as it was then. How do the houses look? Which way are the American soldiers moving? How are they dressed? What arms? Which way are the British soldiers moving? How dressed? Order? Arms? Who gave the order to fire? Why? What did he say? What was the effect of the first fire? Did the British fire more than once? See the whole circumstance; tell it.

These are hints. We hope we have made our meaning plain, if not we will try, once more, in the future.

FACTS OF CURRENT INTEREST FOR THE GEOGRAPHY CLASS.

The Cantilever bridge over the River Forth in Scotland, to be finished in October, 1889, will have the two largest spans ever built, of 1710 feet each. Its extreme height will be 361 feet above high water, the foundations going 91 feet below.

A novel electric railway has been completed, running from the shore of Lake Lucerne, Switzerland, over a bed cut in the solid rock, to the summit of the Burgenstock, 1,380 feet up. It has a gradient of from 32 to 58 per cent. The electricity is generated by a water wheel in the River Aar.

It is said that at Hong Kong, Malacca, Gaboon, and many other places, a great deal has been done by sanitary art which has turned the most pestiferous spots into healthful residence districts. The Governor of Lagos, a hotbed of malaria, says that in his opinion the evil reputation of the place may be redeemed by extensive planting of bamboo, and other quick-growing trees, which get rid of the superfluous water in the soil by rapid evaporation, thus cooling the atmosphere. By this simple means the climate of Gaboon has been so improved that white men have been able to live there in good health. It has been said that white men could not live on the lower Congo. This is now disproved. Stanley once called Boma a pest hole, but sanitary improvements have done so much for the place that last year about thirty white men lived there in good health, and there was not a death among the Europeans during the year.

There are eight mission ships now cruising in the North Sea, each a combination of church, chapel, temperance hall, and dispensary. Perhaps the last named department is the most essential to the good of the cause. Missionaries who are also physicians can go where others are not admitted. It is the same all over the world. In New York a doctor is treated with respect in places where even policemen are in danger. It is sensible to place the physical before the mental and moral needs of those we would instruct. It pays to watch over the health of pupils. They feel that the teacher cares for them. Better be a doctor than a policeman in the school-room.

CIVICS FOR YOUNG AMERICANS.

By WM. M. GIFFIN, Newark, N. J.

The young boys and girls of our public schools should never feel that their education is completed till they have a knowledge of our Constitution.

It seems to the writer that this was never more true than now. How can children love that of which they know nothing? Garfield once said: "One-half of the time which is now almost wholly wasted in district schools, on English grammar attempted at two early an age, would be sufficient to teach our children to love the Republic and to become its loyal and lifelong supporters."

It was this saying of Garfield that suggested to the writer the importance of presenting the subject in such a way, as to make plain to young girls and boys the need of government, the kinds of government, and the beauties of our own form of government.

Let a boy read from the Constitution:

"Judgment in case of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall, nevertheless, be liable and subject to indictment, trial, and punishment, according to law."

He thinks nothing of it, but suppose his attention be called to its good points as follows:

"This is another grand provision of the Constitution. Its meaning is, that if a man is impeached he shall be tried by the Senate; and if he is found guilty, the Senate can punish him only by removing him from office. Then, if his offense is anything for which he can be punished by law, he can have another trial by jury. You learn from this, that there is only one way by which a man can be deprived of liberty or put to death, and that is after he has had a fair trial and has been found guilty of an offence.

There are many cases in history of men who have worked hard for the party which they represented, and have thus made enemies, who, to get them out of the way, have had them impeached, found guilty, and sentenced to death. All this because they stood in the way of the wicked schemes of their opponents in office. My young American friends, be proud of the fact that your forefathers WERE THE FIRST IN THE WORLD TO DO AWAY WITH SUCH A BAD, BAD LAW."

He opens his eyes and at once becomes interested, and a feeling of love and pride for those grand old forefathers of ours is at once awakened. This is just what is desired and just what the writer hopes he has accomplished in his little "Civics for Young Americans," for he feels the time has come when we all should pray:

"God give us men! A time like this demands
Strong minds, great hearts, true faith and hands,
Men whom the lust of lucre does not fill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor; men who will not lie."

If a few moments each day will bring this about, let us not begrudge the time or money it takes to accomplish such desirable results.

FOR THE GEOGRAPHY CLASS.

The present Congress is composed as follows:

Senate.—89 republicans, 37 democrats. Total, 76.

House.—152 republicans; 160 democrats; 2 labor; 2 independents. Total, 335.

At the coming election an entire new House of Representatives will be chosen. The terms of 26 Senators, 13 of whom are republicans, and 13 democrats, will expire March 3, 1889.

INTERESTING, THOUGH NOT GEOGRAPHICAL.

There are four hundred and one members of the House and Senate. Four hundred persons are employed to serve these members, at a total cost of \$684,000. The senators' salaries amount to \$380,000, those of the members of the House to \$1,095,000. Total, \$2,075,000. It costs a little less than \$150,000 per session to pay the mileage of the members, \$50,000 to purchase their stationery in any one session.

REPRODUCTION STORIES.

THE SUN'S WORK.

When John Adams was a youth, he was more fond of out-door sports than his books. His father wanted him to become educated, but he decided, when he was fourteen, that he would be a farmer. The father was greatly disappointed, but said at once:

"Very well. If that is your choice, it is time for you to begin. You must give up fishing and hunting, and enter at once upon the work of fitting yourself for a farmer's life. You will begin to-morrow morning."

The next morning John was sent out alone to hoe corn, and worked all day, only stopping for dinner. That evening he said to his father, a little hesitatingly:

"Father, I've been thinking to-day, and have concluded that I should like to try my books. It was very hot out in the corn-field."

"Very well. You can begin school to-morrow morning," answered the father, concealing the pleasure he felt. So the hot sun compelled John Adams to take the first step toward becoming a great man.

BRAVE EXPLORERS.

Before Columbus discovered America, there were very few persons who believed that the earth was round. People were afraid to travel very far, as some portions of Europe, Asia, and Africa, was all the world known to civilized nations. Many cities in Europe had grown rich by trading with India, but as the journey was long and dangerous across the deserts of Africa and Asia, and nobody at that time knew the way around the Cape of Good Hope, all the nations of Europe were anxious to find a short and easy route by water. Columbus led the way, and many brave men followed him across the Atlantic ocean, each one trying to find a westerly passage to the rich lands of India. It was not until 1520, when Magellan sailed around the world, that people learned that America was a separate continent, and that to reach India by sailing west, ships would have to go all the way around Cape Horn.

CHAMPLAIN.

Champlain, a French explorer, sailed up the St. Lawrence River to Montreal, and carried back to France maps of the country, and descriptions of the people, the animals, and the plants which he found there. These papers so interested De Monts, a French nobleman, that he obtained from the French king a grant of land extending from where Philadelphia now stands, to Cape Breton, and called it Acadia. In the year 1605, De Monts took Champlain with him and went to visit Acadia. They formed a French settlement at Port Royal, and in 1608 founded Quebec. Champlain made many excursions into the country; and on one of these trips he discovered the lake which bears his name.

THE CABOTS.

When England heard how Columbus had crossed the Atlantic ocean and discovered a new country for Spain, she thought it was about time for her to send out an expedition. As Columbus had sailed to the islands near the southern part of North America, she sent John Cabot to the northern part, with orders to find a northwest passage to India. He started in 1497, discovered Labrador, and sailed south along the coast as far as Newfoundland. He then returned to England, taking with him

(CONTINUED ON PAGE 177.)

HOW TO KEEP ORDER.*

BY JAMES L. HUGHES,

INSPECTOR OF SCHOOLS, TORONTO, CAN.: AUTHOR OF "MISTAKES IN TEACHING," AND "SECURING AND RETAINING ATTENTION."



ORDER is the condition resulting from an exact performance of duty in the right way and at the right time.

Definition.

Good order requires conscious recognition of law, and a co-operative submission to constituted authority.

Requirements of order.

Good order places no restraint on those who are well disposed. Law is perfect liberty to those who do right.

Order not restrictive.

Good order does not mean merely freedom from disorder. Stillness alone does not constitute order. Order is positive, not negative. It is the conscious working out of definite aims in productive activity. We should try to secure the order of life, not of death; the order of joyous effort, not of listless dullness. True order is not the inertness of the dead calm, but possesses the purity and the progressiveness of the power-bearing breeze. Order is work systematized.

Order includes activity.

Order at school is by many understood to mean order in the school-room only. This is a great mistake. It must include a prompt and definite performance of duty, not only in the school-room, but also in the yard, the assembly room and the halls, and on the stairways and the street. The teacher who aims to have order in the school-room alone, rarely succeeds in having it even there.

Extent of order.

Order includes a great deal more than the condition of the pupils and their relationship to their work. An orderly school is one in which there is a special place for everything, and in which everything—maps, apparatus, movable furniture, etc.,—is kept in place. In such a school, the books of the pupils are arranged in proper order in their desks, and there are no scraps of paper, or other rubbish, on the floor.

What order includes.

The most sacred duty of the teacher is to maintain good order on a correct basis, and by proper agencies. The maxim, "Order is a means, and not an end," is true; but it is not correct as it is generally understood. It is usually taken to mean: "Order is a means of enabling the teacher to communicate knowledge more thoroughly." Even in this restricted sense the maxim is true, but the implication that the persistent maintenance of good order is nothing more than a means of facilitating the work of teaching, is utterly misleading.

The supreme importance of good order.

If the teacher had no other reason for insisting on order but the fact that disorderly pupils can not learn, and that they prevent others from learning, this would be amply sufficient. We must have order or we cannot teach; but this is the least important reason for keeping order.

Order essential to progress.

Definite order gives a most valuable character-training. The prompt and proper performance of duty that constitutes good order is the surest way to develop the habit of firm adherence to right. This is the best way of strengthening the will, and has a great deal to do with the cultivation of positivity of character.

Order trains character.

We should maintain good order, because of the awful consequences in the destruction of character that follow conscious neglect of duty or violation of law. There are two consequences resulting from the violation of a rule or a law; the direct and the indirect. The

Awful consequences of violating law.

direct consequence is the wrong condition that the law was intended to prevent; the indirect consequence is the effect produced on the character of the pupil. Unfortunately, in most homes and schools, the direct results are the only consequences taken into consideration in making or administering laws. It is quite true that both at home and at school many rules are laid down regarding the formation of character—"you must not swear," "you must not tell a lie," etc. But even in regard to these rules, the parent or teacher thinks only of the direct consequences,—the prevention of swearing, lying, etc. He prohibits swearing because it is wrong, offensive to respectable people, and injurious to the morals of those who swear and those who hear swearing. The teacher prohibits talking during study, in order to prevent waste of time and distraction from lessons on the part of the talker and those who hear him. So, throughout his law-code, rules are made and executed for the purpose of securing direct results only; and in explaining to his pupils the necessity for a certain rule, if he condescends to do this at all, he points out merely the advantages to be secured and the evils to be avoided directly as the result of carrying out the rule. This leads to a great evil: one which has done more than any other single cause to weaken the moral force of mankind. It is clear that, if direct results only are to be considered, we must classify our rules in regard to their importance. Some rules apply merely to personal comfort, some include results that influence the intellectual nature, while others affect the moral nature and define our duties. So far as the direct consequences only are taken into account, therefore, we must have important rules, more important rules, and less important rules. This will naturally lead children to believe that they may break some rules with impunity, because they are only trifling. The effects of such an attitude towards law can only be terrible. The conscious violation of any rule means a conscious deviation from right and truth. No rule can be trifling or unimportant in the light of its indirect or incidental effects on the conscience and will.

The line of duty is definite and straight. Conscience makes this line clear. Law is an external agency working in harmony with conscience for the same purpose; to make duty plain and definite.

Our evil tendencies and our weaknesses, whatever may be their nature, tend to lead us away from the line of duty. Our will is given to us to counteract our evil tendencies and our weaknesses, and make us adhere to the line of duty definitely.

In connection with every conscious act, we receive aid from conscience, or law, or both, in deciding the right course to adopt.

In every conscious act, will and our evil tendencies have a struggle for the mastery. Every victory for will strengthens will and reduces the relative power of evil in us. Every victory for evil strengthens evil and reduces the relative power of will.

Conscience shines most clearly close to the line of duty, and its light grows dimmer as we get away from this line. The centre of gravity for law is also on the line of duty. When we get off this true line, law's moral power to make us adhere to the right grows less and less the farther we go from it.

It follows, therefore, that every time a duty is definitely performed will is strengthened, the light of conscience is made clearer, and our respect for law is increased; while, on the other hand, every time we consciously or carelessly do wrong, will is weakened, evil is strengthened, the light of conscience grows more feeble, and our respect for law is diminished.

Teachers should try to realize the terribly

destructive influence on character exerted by frequently repeated violations of rules, even in regard to matters that are in themselves, or in their direct results, comparatively trifling. Our actions indicate what we are, because our actions are the expression of the present condition of our mental and moral natures. Actions repeated confirm habits of similar actions. Our acts mould our characters because they decide whether conscience and will increase or decrease in clearness and power. Ten years in a school where rules may be violated, where the consequences of breaking a rule are estimated by their effects on the discipline of the school instead of their influence in destroying character, will endanger a boy's prospects in time and eternity. Disrespect for rules in the pupil leads to disregard for law in the citizen, and disregard for the laws of men leads to indifference to the laws of God. When teachers realize this truth, no honest teacher will continue in the profession without keeping order.

If a rule cannot be enforced through weakness of any kind on the part of the teacher, (and the primary cause of all such failure is weakness in the teacher), it is much better that no such rule should be made. Making a rule does not improve discipline. The rule must be enforced, to produce the desired result. So far as discipline is concerned, the school will be no better with a rule that is not executed than it would be without the rule. The discipline will be as bad in the one case as in the other; but in the first case the pupils will be committing sin, and in the second they will not. Weak, indifferent teachers are guilty, because they give a definite training calculated to destroy character. Character is the best gift of God to a child. The school should be the best place in the world, except a good home, to discipline and cultivate character-power, the conscience and will; but the disorderly school, in which the teacher has not power to inspire or compel respectful co-operative submission to authority, dissipates, instead of developing the essentials of true character.

The teacher who fails to keep good order fails in his highest duty. The grandest aim of all educational, ennobling, and Christianizing agencies is to bring the whole human race into conscious, intelligent, willing, reverent, and co-operative obedience to the Divine Law-giver. The accomplishment of this organic unity, the true relationship between man and his Creator, will inaugurate the reign of perfect peace, progress, and happiness. Co-operative submission of the human will to the Divine will completes the work of Christ, and makes it possible for man to attain his highest growth and destiny.

Each child is related in some way to several centres of authority, and has duties that he owes to each of them. He is a member of a family, a school, a municipality, a nation, and finally of the universal brotherhood of man. The organic unity of the whole will be incomplete so long as one individual fails to give perfect obedience to God as the source of power and authority. Perfect submission to God, or to the ruler of the nation, or the municipality, or the school, depends on proper respect for the authority of the heads of the subordinate or included organizations. The surest way,—the only sure way,—of training an individual to obey God consciously, intelligently, willingly, reverently, and co-operatively is, to train him to give similar obedience in the home, the school, the municipality, and the nation.

Whether rightly or wrongly, the school has to be the agency for giving the most definite train-

ing in fixing the attitude of humanity to law. Hence the awful responsibility of teachers. With this responsibility, as with every other duty, there comes the opportunity of promoting our own growth and happiness. The more difficult a duty and the heavier the responsibility, the grander is our privilege. There is no other way in which we can more surely be "co-workers with God," than by giving to every child a conscious, intelligent respect for properly-constituted authority.

Duty and responsibility of teachers.

Many mistakes in regard to order would be avoided if teachers clearly distinguished between securing order, and maintaining order. These are very different operations, and they should be carried out in very different ways. It is not possible for a teacher, on taking charge of a new class, to get control of it by the practice of the highest agencies that should be used to maintain true discipline in a class with whose members he is well-acquainted. Those who know him should respect him, and be in sympathy with him. They should respond freely in executing his wishes, and should trustingly follow his guidance. If he depend on any such sympathetic co-operation on the part of strange pupils he will certainly be disappointed, and will fail in securing order. If, on the other hand, he try to continue to maintain order by the exercise of the same external control necessarily used in a strange class, he can never gain the sympathy of his pupils, and they can never be disciplined in such a way as to develop their power of self-control; which is the chief end of discipline. Even on the first day, the teacher should be captain. The first hour usually settles to a large extent the nature of the new teacher's control over the class. It is the teacher's right to exercise control. He represents law and authority, and has full power to execute his reasonable instructions. It is not only his right, but his duty, to practise discipline definitely, because by doing so he is giving his most important training to his pupils.

The difference between securing and maintaining order.

The agencies for securing and maintaining order may be classified as follows: Coercive, Executive, and Incentive agencies.

Classification of the agencies for securing and maintaining order.

Coercive agencies are those which are used to compel the will of the child to surrender to the will of the teacher. Among these must be included all punishments: whipping, keeping in, suspension, impositions of extra work, standing on the floor, sending to another room, etc. The autocratic exercise of the will-power of the teacher as a controlling force is also an external agency.

Bad-conduct marks should not be considered as a direct disciplinary agency. They should be regarded as records of fact in regard to conduct.

The teacher's will-power is the best means of exercising coercive restraint; but it must be remembered that coercive agencies, at best, constitute the least effective of the disciplinary agencies. They secure a negative instead of a positive submission, and therefore the will-action of the child so produced lacks spontaneity and propelling power. Such will-action produces comparatively little effect in accomplishing the immediate result desired by the teacher, or in strengthening the child's own executive power. Submission may be given willingly or unwillingly. We should secure willing obedience.

Executive agencies are of inestimable value, both in securing and maintaining order. The will of the child develops at first by co-operative submission to a superior will. In every conscious act the child's body moves in response to his own mind, whether his mind acts independently or is guided by another mind. Doing conscious acts promptly and definitely in obedience to the teacher's command is the surest way to develop the power of perfectly responsive co-operation with the teacher. By oft-repeated acts of accurate obedience, even in matters which are in themselves trifling, obedience becomes a habit. The will of the pupil responds automatically to the will of the teacher. The habit of ready and

exact obedience is the corner-stone of the temple of order. This habit gains strength by practice, as other habits do. It is perfectly impossible for disorder to continue to exist in a school in which the pupils have appropriate work to do, and in which they are thoroughly trained in standing up, sitting down, marching, lining in the yard and in classes, walking to and from classes, taking slates, books, etc., and returning them to their places, holding books while reading, placing copy-books or slates for writing, holding pens, raising hands in answering questions, etc.; and in which they are made to perform these and all similar operations with absolute precision. An experienced observer can judge accurately in regard to the order kept in a strange class by seeing the pupils stand up and sit down.

Drill and calisthenic exercises, in addition to their many other advantages, are invaluable as executive agencies in securing automatic co-operation on the part of pupils.

Strictly accurate adherence to well-defined and clearly explained plans for arranging home lessons in exercise books, and for writing lists of words, making corrections, etc., in school, is a most important executive agency in promoting good discipline, and in developing the moral natures of the pupils.

All executive agencies, in addition to their direct influence on order, have a most important reflex action in the formation of character. We cannot perform an act definitely without first having a definite action of the mind. Energetic will-action produces correspondingly vigorous muscular effort; indefinite action of the will produces corresponding feebleness of bodily movement. The nature of our habitual external manifestations, walking, gestures, etc., indicates the character of our executive development. It is clear, therefore, that by insisting on energetic and definite action in drill, calisthenics, and all school movements, we are taking the most certain possible course for making our pupils energetic and definite in character, because we are making energetic and definite will-action habitual.

Our actions are not merely the expressions of our thought and feeling; they aid in making our feeling and thought more definite. Our ideas of truth, for instance, are made clear only by doing things in strict accordance with right. "Do, and you will see."

Another class of executive work that should not be overlooked, is intellectual work in which pupils are practising what they already know instead of trying to gain more knowledge. Arithmetical work, for instance, may be subdivided into thought-processes and work-processes. When any process is so thoroughly understood that the thought-process is performed automatically, the attention may be directed exclusively to the work-process alone. Time-tests and all such exercises that call the intellectual executive powers, and not the acquiring and accumulating powers, into activity are of great service in securing order in a new class. It is much easier to keep the pupils pleasantly occupied in performing work they fully understand, than in studying new work. Busy pupils are orderly; and pupils love to use knowledge of any kind, much better than to gain it.

The ultimate aim of all disciplinary agencies is to make each individual self-controlling in directing his own activities to true and noble purposes. The process of discipline has its beginning in external restraint and guidance; it should end in independent power. As long as discipline has to be exercised by power outside the individual he can not be in a condition to do his best work. He acts under restraint. His force is negative, not positive. He is to a greater or less degree out of harmony with law. A child must be in one of three conditions in regard to law: resistance, passive submission, or active co-operation. It is only when the disciplinary agencies work from within outwards, that his powers become progressive, and productive to their fullest extent. Hence the supreme necessity for incentive agencies, to lead the pupil to direct his activities to the accomplishment of

right purposes by his own motives. When he becomes a man, his progress and usefulness will depend on the motives that move him to action, and their influence over him. Some men fail through lack of motives, but millions fail because they do not execute the good motives they have. The training of a child should define his motives, and give him the habit of carrying out these motives in activity. All other training and teaching must be comparatively ineffectual, if this be omitted. The pupils have to act independently after they leave school and the teacher should make them self-controlling and self-impelling while they are at school. At first, the teacher has to suggest motives for the class; but gradually, and at the very earliest possible time, the pupils themselves should originate as well as execute motives. By this, I do not mean that they should be allowed to act independently of the authority of the teacher. They will have to act in submission to law forever; but there is unlimited scope for independent action within the necessary limitations of law, to those whose motives are in harmony with right and justice.

The teacher will have to be exceedingly careful in suggesting motives, to have them appropriate to the moral development of the pupils. Too much moral goodness must not be expected from little children. Motives must be adapted to various degrees of moral growth, as lessons are graded to suit the stages of mental development. The surest possible way to destroy sincerity and develop hypocrisy and formalism is to try to make little children assume to be fully developed Christians.

Danger in regard to motives.

The teacher should make a careful study of the incentives that are most appropriate to the different stages of moral development. As an aid in such a study the following analysis is given.

This emotion is one of the very earliest to develop. It should be used as little as possible. Its tendency is to paralyze, if carried to excess. It prevents spontaneity of character. It is especially depressing, when it becomes a dread of some evil of an indefinite character. Its chief function is to restrain rather than propel. Yet it may be the only available means of inducing action in some cases, and the habit of action thus induced will gradually atone for the disadvantages of the motive, and qualify the pupil for work on a higher basis. This motive is suited only to undeveloped moral natures. The teacher should carefully avoid exhibiting any personal feeling, as a means of causing his pupils to be afraid of him.

Fear.

The pupil should value the praise of his teacher. The more he loves and respects his teacher, the more he will esteem his teacher's approval, and the more earnestly will he work to secure it. Pupils should feel that praise is given only as the reward for meritorious actions. So far as possible, it should be given for unselfish and generous deeds. Intellectual or manual work well done should receive unflinching recognition in some way, and in primary classes it may often be specially commended by the teacher; but praise should, so far as possible, be reserved for acts involving moral principles. It should be given for honest effort, and not for natural skill or genius.

Love of praise.

Praise given privately is much better than praise given publicly. It is then most productive and least dangerous. When given in public it leads to vanity, and weakens instead of strengthening the character. The aim of our praising should be to aid the child in fixing a standard for his actions. The teacher's approval should increase his estimate of his self-approval of his own actions; and this should lead him to value most highly the approval of God. If praise makes a pupil vain, or too dependent on the estimate of his fellow-men its influence is evil. In awarding public praise, the teacher must be absolutely just, or lose the sympathy of his pupils. Apparent partiality causes jealousy, destroys respect for the teacher's opinion, and thereby weakens the proper appreciation of the good opinion of others.

Ambition is generally regarded as a dangerous motive. Our aims may be selfish or unselfish.

Selfish aims may relate to the gratification of our weakness, or to the development of some good quality, or the accomplishment of some desirable object. All aims relating to self are not necessarily selfish in a bad sense. Any ambition relating to the weaker self is an injurious motive; but ambition, connected with the better side of our selfish nature, and ambitions of an unselfish character, may be cultivated safely, and may lead to vigorous independent effort. Every pupil should be ambitious; but his teacher should train him to be ambitious to excel in accomplishing noble aims.

The success of our neighbors should stimulate us to greater efforts. We should not be absolutely independent of our fellowmen.

We should be strong enough to decide and execute our decisions alone, if necessary, in questions of principle; but as long as the bond of human sympathy exists, a proper spirit of emulation must continue to be an incentive to earnest and persistent labor for success. Envy and jealousy are not the products of emulation. They are the opposites of emulation. They result from a failure to develop the true spirit of emulation. Generous emulation is productive and stimulating; envy and jealousy are negative and weakening. "All evil springs from unused powers for good," and it is the teacher's fault if envy paralyzes where emulation was intended to lead to united effort.

This is one of the most intense of our motives, and leads to more determined and more vigorous efforts than any other inducement to action, available in school.

Its intensity makes it improper to use it as a motive to prolonged effort. Its best result is produced in rousing the flagging energies. It is the most perfect means of concentrating attention on executive work. The teacher must carefully guard against allowing it to degenerate into petty rivalry, or to weaken the social feelings of the pupils. All the organic bonds of humanity should be strengthened, not weakened, by education.

There is a good as well as a bad pride. It is a pity if a boy does not feel proud of his class and proud of his school. Pride is not a dangerous motive, if we include others in our feeling, unless we allow pride to become self-satisfaction; in which case, we at once cease to strive for better things. A feeling of pride in class or school develops a sense of greater individual responsibility on the part of pupils.

There is no department of school-work in which this motive may not be used to advantage with most pupils, but it is most effective in securing strict attention to details in the execution of all handwork in exercise-books, copy-books, drawing-books, etc., and in promoting the formation of habits of punctuality, regularity, neatness, and the orderly arrangement of books, slates, etc., in the desks.

The evil of pride is its exclusiveness; the separation of the individual from the unity of the race. The teacher must carefully guard against this, by making it include the unity of the class or the school. It may thus become a virtue instead of a vice.

When a proper feeling of sympathy has been established between the teacher and the pupils, it becomes a strong motive to work.

Pupils will do a great deal to win and retain the esteem of a teacher they love. They will, under proper conditions, work hard to please their fellow-pupils. Appealing to this motive will tend to overcome the terrible power of selfishness, the real source of all sin. The joy of pleasing our associates and our teacher in early life, may easily be developed into happiness in working for society and for God in later years.

The instinctive tendency to play together should be transformed at school into a conscious purpose to work together for the accomplishment of a common purpose.

As the instinct is a powerful one, it may become a strong motive to work. Co-operation does not necessarily entail a loss of independent individuality. It is only when our individuality is developed to its fullest extent that perfect co-operation becomes possible.

The best teacher is he who has the head of a man with the heart of a child. The power to feel as a child is the only way to truly feel with children.

The teacher who has lost the sympathy of a child cannot sympathize with children in their games; the teacher who has lost the natural glowing desire for fresh knowledge can never be in sympathy with his pupils in the prosecution of their studies. In either case, he is shorn of a large part of his power. Love between teacher and pupils, joyous participation in the same delights, enthusiastic co-operation in study; these are the elements that unite most closely in heart and purpose the teacher and his pupils; and this sympathetic union is one of the strongest motives to work. A class will respond much more willingly to the teacher who says: "Let us be fellow-students," than to him who says: "Learn your lessons."

The best work of sympathy is not intellectual quickening, however, but the development of the moral nature. In this department of school work, the highest field for the teacher's labor, he cannot fairly expect to be anything but a failure, without a genuine sympathy between him and his pupils, and also between the pupils themselves.

Sympathy should so far as possible be inclusive of the whole class. This applies to the sympathy of the pupils as well as to that of the teacher. Excessive sympathy with a few is mere selfishness. Sympathy with all with whom we are associated should be consciously developed as a duty, not as a gratification of a generous impulse. The mere gratification even of a generous impulse is weakening to character.

This is a powerful motive. Men like to win. They have to win in the battle of life, or fail. Most of the best effort of the playground springs from this motive.

The wise teacher will make good use of the same incentive in the school-room. The teacher has an opportunity of developing two very important virtues in connection with the feeling of desire for victory; to bear defeat bravely, and to make every defeat lead to greater effort for victory in the future. Enjoyment of victory will be a delusive motive, unless the pupils are trained to believe that patient and persistent effort made, in accordance with God's laws, must ultimately secure victory.

The child should overcome the difficulties in his studies by independent effort. It is thus that he "learns to climb." The great skill of the teacher in intellectual training is to present suitably graded difficulties to his pupils.

They grow stronger intellectually by grappling with new difficulties. They will be discouraged if the difficulties are too great; they will cease to be interested if they are too easy. They will never lose interest in overcoming, independently, difficulties appropriate to their condition of development.

Curiosity is a universal instinct. It is a natural instinct. The appetite for knowledge of some kind is as definite in the intellectual nature, as the appetite for food is in the physical.

Teachers do not need to arouse curiosity; if they supply appropriate material to satisfy curiosity, it will act vigorously always. With good teaching, it is always a delight to learn.

There is a prevailing opinion that the highest qualification for teaching is the ability to question well. However brilliant a teacher may be, his is a poor school, if he has to do most of the questioning. Every one knows that the curiosity of childhood is unbounded. If developed as it should be, it will increase in power, as any other faculty will. It ought to be strengthened. It was clearly intended to be one of the mightiest agencies in stimulating the mind to activity. Curiosity in the child should become love of truth in the man. The teacher is responsible for perfecting this development. One of the clearest proofs of weakness in an educational system is the fact that children lose their tendency to ask questions, and that men lose their power to recognize new problems in connection with their physical, mental, or spiritual natures. It is a pity that so true an instinct as the desire

to know, should be allowed to degenerate into idle curiosity.

Pupils are fond of the new. They delight to investigate strange things. They enjoy surprises. Variety in plan and method always pays. There is no lesson that cannot be varied.

The variations can be made without sacrificing principle. The variation does need to be great in extent. A slight change in any particular will be sufficient to relieve monotony, and satisfy the demand for the new. The gratification of this demand necessarily arouses increased interest, and attention, and secures energetic application to the subject in hand.

There is no generous nature that will not rouse to more definite effort, if it feels that it has the confidence of its superiors.

"I rely on you to do that," if said to a boy personally, so that it is a direct message to himself, rarely fails as a motive. Trust in a child should not prevent a thorough test of its work.

Children should be participants in school work, not mere listeners or spectators. They are happiest when active. Their own self-activity is the basis of their growth, physically, mentally, and morally;

and, until they are injured by bad teaching, they are happiest when they are actively employed. It is the teacher's duty to see that the pupil's activities are engaged at proper work. The love of activity is so strong, that children will indulge in it and become destructive, if they are not supplied with opportunities for becoming constructive.

The love of activity may easily be developed into love of work. Work is effort applied for a productive purpose.

When a pupil has been trained to love work, he needs little further inducement to duty.

The teacher should embrace every opportunity of convincing his pupils that their powers, physical, mental, and moral, increase in proportion to the proper use made of them. He will have little difficulty in convincing them

that this is true so far as their physical powers are concerned, and by analogy will be able to show that the same is true of all their powers. Having done so, he has only to show them the sacredness of their power, and the benefits resulting from a proper use of it, to lead senior pupils to make the desire to increase it a strong motive to earnest work. The influence of this motive will be increased, if the teacher explains clearly that inactivity produces weakness; that failure to use a power causes loss of the power.

It is an event in the life of a child to find out something for himself. Like the gratification of any good tendency, or the execution of any good intention, it brings an unspeakable joy with it.

It is a revelation of vast importance to a human being, to learn that he possesses independent power. It is easier afterwards to convince him that he has something of the divine in him, and to show him the unlimited possibilities for true growth, when the divine in him is truly related to the Divine Source of all power and wisdom.

The opportunity for making discoveries, in any department of study, is a mighty motive to productive work. Teachers may supply these opportunities by leading their pupils among difficulties suited to their advancement.

The delight of discovery should be developed by the teacher into a consciousness of independent power, and this should grow into a conviction of special power.

When a boy believes that he has independent and special power, his teacher should have little trouble in inducing him to use it.

A belief that he has been gifted with some special power, should lead a boy to a clear consciousness of responsibility for a proper use of every opportunity for increasing power, and using it for the advancement of the best interests of humanity.

This is the highest and most productive motive the teacher can ever develop in a pupil. The true ideal of life is co-working with God. This

ideal will be used as a motive by all teachers, as soon as they truly realize that human beings are grander powers than knowledge. A properly trained boy must believe that he has power that may be increased; that he received his power from God; that he is responsible to God for increasing and using his power; that using his power is the way to increase it; that the proper performance of duty not only adds to his power of doing new duties, but gives clearer insight regarding the duties yet to be performed; and that he, as an individual, should use his ever increasing power for the improvement of the great organic unity, of which he forms a part and of which God is the centre.

All the motives named above **General remarks** are positive in their character and **on motives.** effects, except Fear.

Fear, Love of Praise, Ambition, Emulation, Competition, Pride, and the Desire to Please, have disadvantages as well as advantages. All the others are decidedly beneficial in their influence on character.

The same motives will not equally influence all pupils. Motives should therefore be varied. The motives first named should be used as little as possible. They may be exceedingly useful, however, in starting pupils to work earnestly; and earnest work is the surest means of lifting a human being, of any age, to a higher moral sphere.

When fixing motives for the guidance of pupils through life, the teacher is doing his grandest work. In selecting motives he should be guided by the following considerations:

1. Do they develop spontaneity of character?
2. Do they make pupils self-reliant, without weakening their consciousness of dependence on God?

3. Do they make men selfish, or do they widen their sympathies and increase their love for humanity and God?

The final test of a permanent motive is:—Does it lead to independence of character, sufficient to develop our individuality as perfectly as God intended it to be developed, without destroying our sympathy for our fellow-men, or weakening our faith in God?

The best motives are not merely ineffectual, they are injurious, if they are aroused without producing their intended result in action.

Rules may be made in two ways; by the teacher alone, without conferring with the pupils; or by the teacher and pupils, after consultation. It is **Rules for discipline.** easier to execute "our" rules, than "my" rules. The teacher should be a constitutional ruler, not a tyrant. With an earnest, competent teacher pupils never try to make improper rules. All the people should take an intelligent part in moulding the laws of a nation. Society is on a wrong basis if men think they do their duty by merely submitting to law. There is no more development in the truest freedom than in tyranny unless men exercise the rights of citizenship. Assisting intelligently in making rules or laws is the surest way to develop respect for law, and the fullest positive submission to law. We should submit to constituted authority consciously, on principle; not from habit, or negatively from fear of the consequences. The best training in political economy is the practical training of a well-governed school, in which the pupils practise the duties of good citizenship. The teacher who cannot trust his pupils to aid in making rules is clearly unfitted for his work. Such a teacher can do little to train the characters of his pupils, and therefore must fail in his most important duty.

The making of rules is, however, of comparatively little importance, compared with their execution. Whichever plan may be adopted for making the rules, they will be certain to weaken the character of every pupil attending the school, if they are not executed justly and definitely. In executing the rules of a school the teacher should often be merciful; but, so far as the pupils are concerned, he must be supreme. When questions of authority are involved, he must be as uncompromising as the Deacon who said to his neighbor with whom he had a dispute: "I have prayed earnestly over this mat-

ter, and I have come to the conclusion that you must give in; for I cannot."

In advanced classes, it is most beneficial both to the discipline of the school and in training the pupils for the duties of citizenship, to have some adaptation of the system of trial by jury practised in deciding the guilt of offenders who violate the rules of the school. The teacher, in such a case, would represent the judge. A committee of pupils may sometimes award punishment for offences, the teacher being a court of appeal, to which application may be made to have the decision of the committee set aside or modified.

A new teacher seized a long rod by both ends, and lifting it high over his head, said fiercely, as his first words to **Rules should be few.** his class: "Do you see that rod?"

Would you like to feel it? If you would, just break any one of the forty-nine rules I am going to read to you!" He then struck the desk a vigorous blow, and proceeded to read his forty-nine rules. He was an extreme specimen of a typical case. He could not remember his own rules. After a few days, the pupils did not try to remember them. It was well they did not remember them. They would have violated them any way, and conscious violation of law saps the foundations of character. Rules should be as few as possible, and they should be made incidentally, as occasions may demand them. When they are too numerous, the teacher is certain to overlook the violation of some of them. This will make pupils careless about rules, and will develop indifference to law. Few pupils do wrong because they do not know the right.

It is unwise to fix a definite and unvarying penalty for the same offence, on all occasions and under all circumstances. So far as possible, intentional wrong-doing, or evil that results from carelessness, **Penalties.**

should be followed by certain punishment of a positive or negative kind. Nothing weakens a child's character, and his respect for law, quicker than the feeling that wrong may be done with impunity. The attaching of fixed penalties for all offences, helps to remove the danger of partiality on the part of the teacher, but it prevents the exercise of his judgment in the administration of justice.

There are two classes of disorderly pupils; rebels and non-rebels. Teachers need have very little trouble from rebels, because **Disorderly pupils.** there are very few of them, and because they should speedily be made to submit, or else be suspended from school till they are ready to render willing obedience. When a boy definitely defies his teacher by refusing to do what he is told, or by deliberately doing what has been clearly prohibited, he forfeits his right to attend school; and if reasoning or punishment of a reasonable kind does not make him submit properly, he should be sent from the school until the influence of his parents, or some other means, has made him thoroughly submissive. He should then be re-admitted only after a public apology for his insubordination, and a satisfactory promise of submission in future. One such course of discipline, given calmly by the teacher, will usually subdue a rebel. Rebels should cause but little trouble.

Those who are not rebels may be divided into the careful and definite, and the careless and irregular. The great difficulty of discipline comes from the careless and irregular; and the chief duty of the teacher, so far as discipline is concerned, is to give them habits of order and definiteness.

1. Those whose standard of order is low, and who do not recognize the true value of order in the development of character. Men cannot rise above their own **Disorderly Teachers.** standards, and they cannot lift others above the standards they fix for themselves.

2. Those who think it "easiest to keep poor order." They are usually dishonest weaklings who cannot keep order, and who wish to conceal their weakness. When they say that "they believe their duty is to teach, and not to keep nagging their pupils to keep them in order," they make a serious blunder. All intelligent men

who hear them say so, add contempt for their dishonesty to the feeling of pity for their inability to keep good order.

3. Those who allow the pupils to think that submission is a compliment to the teacher. Order is not maintained for the teacher's benefit, yet thousands of teachers speak and act as if they keep order for their own advantage. Their piteous pleas for order are, "I cannot stand your noise;" "I must have order;" "Stop talking or you will drive me distracted;" "You cannot think much of your teacher, or you would not behave so;" etc., etc. Order should not, cannot, be made to rest on such a basis. Order should be maintained that pupils may learn better, and that their characters may be developed in the surest possible way, by acting the right. Teachers should never fail to make this clear to their pupils.

4. Those who think children like disorder. Children enjoy being controlled, much better than having their own way. It is natural to prefer order to anarchy. Children respect the teacher most who secures the best order by proper means. The order cannot be too definite to please them, provided they understand its aim and effects. They will yield complete obedience to a teacher with sympathy, definiteness, and strength of character, even before they can understand the reasons for doing so. Among our schoolmasters, we have most respect for those who controlled us properly. We enjoy living in a country where law is supreme. A young lady in a western school astounded her pupils and the people of the district, by whipping three young men who attended school during the winter season. The wisest of the three culprits married the teacher in less than a year. Pupils like just control.

5. Those who know the value of order, and know that they do not keep good order, but who do not make any conscious effort to increase their power to control, or to improve their methods of discipline. There are thousands of teachers who realize their weakness without using the means available to them for development. They have never read a book on discipline or order, with the deliberate intention of gaining power; they have never noted in a book the difficulties they encounter in managing their classes, and honestly tried to find plans for overcoming them by consulting other teachers, or by reflection. God has not promised that such teachers shall grow. They are certain to grow weaker and more benighted unless they consciously try to gain strength and light. No one ever clearly realized a difficulty, and earnestly tried to overcome it, without getting help, if he were properly related to the source of wisdom and power.

6. Those who say "Disciplinary power is a natural gift," and on this account justify their lack of effort. Every natural power may be developed. No two human beings have the same power developed to the same extent, naturally. Those who have least power need most development. Their own effort is the essential element in their growth physically, mentally, or spiritually. The teacher who urges lack of power as a reason for lack of effort, is unjust to his employers and himself.

7. Those who try to stop disorder by ringing a bell, striking the desk, stamping the floor, etc. A single ring of a bell, or a gentle tap on the desk, may be a time-signal for commencing or closing work, for changing the exercises, or for keeping time in very young classes, to fix the conception of rhythmic movement; but no general signals or commands should be given for order. The teacher who gives them by bell or tongue is a novice in government, whatever may be his age. He causes much more inattention and disorder than he cures. Such signals for order must be harmful, as children soon cease to pay attention to them.

8. Those who are themselves noisy and demonstrative. Blustering does not produce calmness. It is a blunder to attempt to drown disorder by making more noise than the pupils are making. A bedlam is the result.

9. Those who speak in a high key. A high-pitched voice is exhaustive to the teacher and irritating to pupils. It produces restlessness. Teachers who are quiet in manner, and who

two Indians and some turkeys. The next year, 1498, his son Sebastian Cabot, made another voyage and explored the coast from Newfoundland to North Carolina. On account of these two voyages, England claimed as her own, not only all the coast that the Cabots had explored, but also all the land extending from it as far west as the Pacific ocean.

MAGELLAN.

One of the reasons given to prove that our earth is shaped like a ball is that ships have often sailed around it. Magellan was the first man to make a voyage around the world. He started from Spain in 1520, and sailed southwest on the Atlantic ocean and through the strait which he discovered, and which is named after him. Then he sailed westward across the Pacific ocean, around the Cape of Good Hope, and north on the Atlantic ocean until he again reached Spain. This voyage not only proved that the earth is round, but also that America is a separate continent, and not a part of Asia, as Columbus had thought.

PONCE DE LEON.

Among the men who traveled with Columbus was an old soldier named Ponce de Leon. This old man had heard some one say that on one of the Bahama islands was a wonderful spring called the "Fountain of Youth," and that whoever bathed in its waters would become young again. Now, although Ponce de Leon was quite old, he was foolish enough to believe this story, and as he wished very much to regain his youth, he started out in search of this wonderful spring. Of course he never found it, but while sailing around the Bahama islands one bright Easter Sunday in 1512, he discovered a beautiful country full of flowers, which he named Florida, or "land of flowers."

HOW KING ALFRED LEARNED TO READ.

When King Alfred was twelve years old, owing to the fact that knowledge was little cared for then, he had not learned to read. His mother, however, was an intelligent woman, and one day read to her four sons from a book of Saxon poetry. The art of printing was not known until long afterward, and the book, which was written by hand, was "illuminated" with beautiful bright letters, richly painted. The brothers admired it very much, and their mother said, "I will give it to that one of you who first learns to read." Alfred found a tutor that very day, studied hard, and soon won the book. He was proud of it all his life.

RECEPTION DAY.

SPEECH BY A LITTLE BOY.

I guess you think because I am
A tiny little fellow,
That I can't speak or whistle too,
Or shout, and sing, or holler.
Just listen now and hear me sing
A funny little ditty,
I'll open my mouth, and sing out loud,
Yes, sing it real pretty.

[Here the piano should softly start the melody of, say chorus of "Updee," which the speaker sings once through, then he calls out "Come boys, join in, don't let me have all the fun." Then they join in and sing once through. He then proceeds:]

I guess you think because I am
Such a little bit of a fellow
That I'm not much upon a speech,
And nothing of a speller.
Just watch me well, for I
Can spell just like a teacher,
And I can gesture just as good—
As good as any preacher.

[Here he begins to wave his hands and say: "Let me see. I guess I'll speak that piece that's got the 'Live or die, I'm for the declaration' in it." But I don't know that very well. So I'll give you the one about the lamb. The piano starts the melody and he sings:]

"Mary had a little lamb
Its fleece was white as snow,"
Turning to school. "Come boys." They join in chorus,
"Shouting the battle cry of freedom,"
"And every where that Mary went
The lamb was sure to go."

The boys join in,

"Shouting the battle cry of freedom."

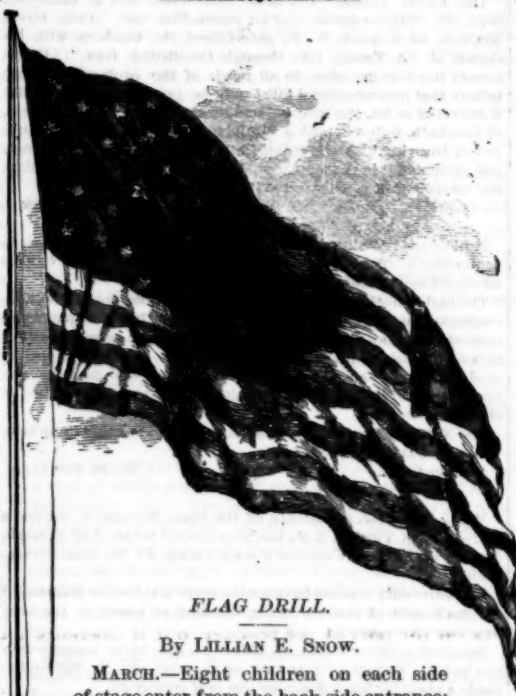
"The union forever, hurrah, boys! hurrah!
Down with the traitor, and up with the stars,

As we rally 'round the flag boys, rally once again,"
"Shouting the battle cry of freedom.")

I guess you now begin to see
That I can make some speeches;
I spoke 'bout the "burning deck"
As good as cream and peaches.
There's one about the "bloody war"
That pleased so much my mother,
And now I stand up straight and firm,
And try to speak another.

They tell us, sir, that we are weak, and unable to cope with so powerful an adversary, but when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed and a British guard placed in every house? (A bell strikes.) I could say a great deal more, but they won't let me.

Bows and retires.



FLAG DRILL.

By LILLIAN E. SNOW.

MARCH.—Eight children on each side of stage enter from the back side entrance; lines pass, coming to front, pass in front, meet in the center of back of stage, and march forward in couples, first boy in each line marching together, number twos together, and so on. During this part of march, flags are held in right hand and leaning against right shoulder. Lines separate at front and meet again at back; with flags crossed march again to front, separate, meet again at back. When first couple meet, each grasps the other's right wrist with left hand, face front, arms crossed so that flags are perpendicular in front of partner's right shoulder. Each succeeding couple does the same with no loss of time. First couple march to middle and then two steps to left. Second couple to middle, two steps to right. Third couple to left of first. Fourth couple to right of second, making a line of eight. Fifth couple march around first line to left, and stand in front of first couple. Sixth couple march around to right and stand in front of second, seventh in front of third, and eighth in front of fourth, all moving at same time till places are reached in line. At a given signal or certain count, arms are uncrossed, and each holds flag against right shoulder.

After eight counts the teacher outside or leader on stage give the following commands. Each command requires eight counts, every eighth count being first position, viz., flag in front of right shoulder, facing front. It will be well to give the command either on every seventh or every eighth count, so that pupils will be ready to assume the new position. The figures after each direction indicate the counts.

1. SALUTE.—Right hand forward (1), back (3), out at side (3), back (4). Position, 5, 6, 7, 8.
2. SHOULDER.—Right hand placed on left shoulder, flags perpendicular, 1, 2, 3, 4, 5, 6, 7. Position, 8.
3. DROOP.—Step obliquely forward with right foot, 1, 2, 3, 4, 5, 6, 7, at same time holding flag-staff horizontally out in front of body with flag waving downward. Position, 8.
4. RETREAT.—Back eight steps.
5. BREAK RANKS.—Each pupil face partner (1), cross flags, 2, 3, 4, 5, 6, 7. Position, 8.
6. FORWARD.—Eight steps forward waving on every count left 1, right 2; 1, 3, r. 4; 1, 5, r. 6; 1, 7. Position, 8.
7. FRIENDSHIP.—Cross flags, facing front.
8. UNFURL.—Step obliquely forward and place right

hand on left shoulder on count 1. Wave flag to right on count 2, and hold it up counts 3, 4, 5, 6, 7. Position, 8.

9. WAVE.—Left 1, right 2, left 3, etc. Position, 8.

10. LINE.—First line move back against second line, stand—eight counts.

11. STACK.—First, third, fifth, and seventh couples composing left end. Second, fourth, sixth, and eighth couples forming right hand end. Left end and right end each form small circle, right hands extended toward middle, bringing all flags in a bunch; hold as high as shortest boy can reach. Take eight counts to get this position.

12. WHEEL.—Still with stacked flags each circle moves forward in circle eight counts.

13. BACK.—Wheel back eight counts.

14. LINE.—Move gradually into same position as No. 10. Position of flags on 8. (Caution.—Do not take position of flags in numbers 11, 12, 13.)

15. POSITION.—First line march forward eight abreast to same place occupied at opening of the drill.

16. MARCH.—First couple move first left hand No. 1 to left; right hand No. 1 to right; second couple next, third next, etc., forming in two lines facing each other, one line at left side of stage, other line at right side of stage. Take as many eights as necessary. Two will probably be enough.

17. FORWARD.—Four steps forward, waving flags at same time, stand, 5, 6, 7, 8.

18. MARCH.—to position in the two lines as they were at opening of drill. (This may take more than one set of eight counts.)

19. GROUND.—Right hand forward, 1, 2, lay on floor, but holding staff in hand, 3, 4, rise with hand forward, 5, 6. Position, 7, 8.

20. TRIUMPH.—Step obliquely forward on count one, also waving to left and right on 1, 2. Hold flag in that position, 3, 4, 5, 6, 7. Position, 8.

21. DEFIANCE.—Partners face, 1, step obliquely forward with right foot, and at same time place right hand with flag on left shoulder, 2. Wave out to right, 3, hold it, 4, 5, 6, 7. Position, 8.

22. FRIENDSHIP.—Repeat number 7.

23. PEACE.—Let flag droop behind shoulder, right hand against shoulder, staff pointing horizontally backward. Position, 8.

24. WAVE.—Repeat number 9.

25. SURRENDER.—Hold flag in position four counts. On count five, open the hand letting flag fall. (Do not take position on count 8.)

26. RECOVER.—Take two counts to stoop, take hold of and lift flag, hold on 3, 4. Position, 5, 6, 7, 8.

27. SHOULDER.—Repeat number 2.

28. WAVE.—Repeat number 9.

29. REST.—Place top of flag on floor holding still in right hand. Position, 8.

30. DISPLAY.—Bend the hand, so as to let the staff lie horizontally across body from right shoulder to left, flag drooping down. Position, 8.

31. WAVE.—Repeat number 9.

32. FRIENDSHIP.—Repeat number 7.

33. SALUTE.—Repeat number 1.

34. MARCH.—Repeat number 16.

35. FORWARD.—Flags pointing slightly forward, take four steps which will bring the lines nearly together with flags meeting at the top, forming a bower. Hold this position, 5, 6, 7. Position, 8.

Now the performers are in line in center of stage, facing front, flags against shoulders, with the number eights as leaders instead of number ones who lead in.

Left line march to left forming a circle with his line; at same time, right line march to right forming a circle with his line. This will take two eights to get space between boys tolerably even. At given signal or count they stop, form a complete circle by each left hand taking the other's right. Stand through the eight counts and then raising hands as high as possible, circle eight steps forward and eight steps back and stop. Break into circles of four, stand through eight counts, then circle eight steps forward and eight steps back, with flags high. Then stop, form the two large circles again, circle forward and back, then number eights break and march to front of stage, sevens next, then sixes, and so on, making a double line in center of stage. (It may take two sets of counts to get all in position.) Then march off to left in double line waving flags to left and right as they pass off.

NOTE.—This can be made longer if desirable by repeating numbers. The effect of the drill is very pretty when the pupils are thoroughly acquainted with it. Lines must not be formed too far to the front, so that when flags are Surrendered (No. 25) there will be plenty of room on stage. The flags should be two foot flags.

THINGS OF TO-DAY.

FOR GENERAL REVIEW.

Greece has ordered a large fleet to the Aegean Sea to protect her sponge fisheries against the Turks. [What is the government of Greece? What forms of government has it tried in the past? To what nations has it been subject? How does modern Greece compare with ancient Greece in regard to literature and art? Why this change?]

The Secretary of the Navy has ordered an American cruiser to the Samoan Islands to protect our interests there. [Where are the Samoan Islands? What is the extent of their territory? Why should commercial intercourse with foreign nations be fostered?]

Emperor William has ordered that the annual celebrations of the battle of Sedan shall cease. [What reason is there for this order? What were the results of this battle? What territory did Germany gain by the war of 1870?]

John Dillon, M.P., on account of ill-health, has been released from prison. [What other Irish leaders have been imprisoned for upholding the League? Can a man be imprisoned in the U. S. for expressing his opinions? Why is it illegal to incite to riot and bloodshed? Who is Herr Most?]

On account of the bad harvest the French government will probably suspend the import duties on cereals. [What grains are classed as cereals? What are import duties? Why are they imposed? What European country has adopted free trade? What is direct taxation? How does it differ from a tariff? What effect does a tariff have on the price of an article?]

A plan is under consideration for storing the surplus of water, during the wet season, for irrigating the plains of Colorado, Wyoming, Arizona, New Mexico, etc. [Explain the cause of the wet and dry seasons. What is the fertility of those regions compared with other parts of the U. S.?]

The New York legislature will be asked to reform the jury system. [Describe the system. What are its defects? From whom did we get it? What methods of settling controversies previous to the establishment of this system? What is common law? Statute law? Constitutional law? Why is the latter known as "the highest law in the land"? How does it limit state law-makers? What are the state constitutions? What usually is done with statutes that violate them? What is a city ordinance?]

A fossil of the sandstone period, containing an impression of the human face, was found near Carlisle, Pa. [Why is this discovery important? What effect will it be likely to have on the geological theory regarding man?]

FACT AND RUMOR.

The grave of Keats at Rome is to be sacrificed to a new road. His remains will be removed to another place. [Who was Keats? Name some of his poems. What opinion do critics hold of his works? What hastened his death? How did he happen to be buried in Rome? In what English abbey are many distinguished authors buried. Who were the literary associates of Keats in Italy? Explain his epitaph, written by himself, "Here lies one whose name was writ in water" ?]

Isidor Hauser, of New York, has in his possession a notable violin, made by Antonius Stradivarius, at Cremona, in 1710.

T. B. Aldrich has just returned from England. [Name some of his writings.]

General A. W. Greeley now enjoys better health than at any other time since his return from the Arctic regions. [What can you say of his Arctic expedition? What other Arctic explorers can you mention? Mention some of the dangers of Arctic exploration?]

Professor A. W. Small, of Colby University, will spend a year at Johns Hopkins studying history and political economy.

It is understood that Mr. Robert Louis Stevenson will tell the story of his South Pacific cruise in about fifty short articles to be published serially. [What is his most noted work? What is an allegory? What are his other works?]

Professor Edward S. Morse, of Boston, has gone to attend the Americanist Congress at Berlin.

The depressing effects of warm weather are overcome by Hood's Sarsaparilla. 100 doses \$1.

EDUCATIONAL NOTES.

CONNECTICUT.

The annual meeting of the State Teachers' Association will occur October 18, 19, and 20. The High School hall at New Haven being no longer available, the convention will probably meet at Hartford, though the New Haven people will make efforts to procure suitable accommodations in their city. C. L. Ames, of Plantsville, is president. The grammar school section will be in charge of John G. Lewis, of New Haven; Supt. N. L. Bishop, of Norwich, will conduct the primary section; and State Secretary C. D. Hine will preside over the ungraded department.

The New Haven High School now enrolls 600 pupils with 22 teachers. The new sub-master is Geo. J. McAndrew, a graduate of Yale and a successful teacher in the high school, at Pawtucket, R. I.

Superintendent Dutton, of New Haven, has made such arrangements that the boys of the ungraded school, which is filled with the truant, insubordinate, and neglected classes shall go to the manual school twice a week. The result of the experiment with this class of boys will be studied with interest.

H. C. Pratt, formerly principal of the Meriden High School, has gone to the Brimfield school. His successor is S. T. Frost, who has had long experience at Cornwall in preparing boys for college, and who is well fitted to build up the school in which Meriden takes great pride.

Miss Cass, formerly connected with the same school, is traveling in Europe. Her position as teacher of English literature has been filled by Miss Cora Welles, of Chatham, N. Y.

The seventh annual report of Supt. S. T. Dutton, of the New Haven schools, has appeared. It consists largely of aids, suggestions, and directions to the teachers, and, as such, is a valuable document.

The New Haven board of education has appropriated a sum sufficient for giving a class of fifteen girls from each grammar school twenty weekly lessons in cooking.

A. W. Onthank resigned the principalship of the Westville school at the close of the last term. His successor is A. O. Abbott, a graduate of Wesleyan University, class of '76, who has been principal of the school at Noank. The other six teachers remain.

NEW YORK.

An elocutionary contest for a silver medal and other prizes, by the pupils of the grammar department of the Lawrence public school took place to-day. All the selections were on temperance. Mr. B. J. Tice is principal.

NEW JERSEY.

The Union County Teachers' Association met at Elizabeth, Sept. 15. The program was an interesting one. Prin. David McClure, of Newark, N. J., entertained the teachers with his sketch of "A Tramp Life through the British Isles." Union county teachers are alive to all needs of the profession. They believe that unprofessional talks may be professional, especially if delivered as Mr. McClure delivers them. Miss M. E. Habberton, of Elizabeth, followed with a "Talk to the Teachers on the Subject of Drawing." She is enthusiastic in her ideas of the subject, and presented it in the same way. Her method is purely objective, and specimens of work attested its success in the class room.

TENNESSEE.

Most of the prominent schools of the state began their sessions September 3. The Brownsville, Jackson, and Knoxville schools all report most flattering prospects.

The high school at Eagleville is attracting attention by its thoroughness and cheapness. Prof. G. M. Savage, its principal, is an earnest educator. He believes in giving at least as much attention to English as to Latin and Greek. He has made a special study of Anglo-Saxon for several years past, and to those who know ethics, it is no surprise that his sermons and lectures are so clear and forcible.

The National Association, which met this year at San Francisco, will meet next July at Nashville.

Stanton Depot.

W. D. POWELL.

TEXAS.

Mr. U. T. Taylor, a graduate of the State Normal in '80, and a University of Virginia A.M., has been elected to the chair of mathematics in the State University made vacant by Dr. Lane's resignation.

The university regents have let the contract for the erection of the main part of the university building, of which, so far, only one wing is completed.

Superintendent Sutton, of Houston, has been unanimously re-elected. Though only twenty-seven years old, Mr. Sutton has made a place for himself among our best educators.

Mr. W. R. S. Sterrett, who has won distinction as a student in classical archaeology, was recently chosen associate professor of Greek in our university.

Mr. Robt. T. Hill fills the place of the assistant professor of geology, and Mr. W. W. Fontaine, of the assistant professor of Latin in the university.

Tyler.

MRS. P. V. PENNYBACKER.

VERMONT.

The summer school of languages at Burlington had an attendance of 214.

Prof. L. Ventura, of Burlington, lately declined an offer of a professorship of philology in the University of Athens, Greece.

Hon. Frederick Billings, of Woodstock, has presented the University at Burlington with Thomas Cole's painting—"The Hermitage."

Perkinsville.

B. H. ALLBEE.

WISCONSIN.

The following new principals of high schools have been appointed for the ensuing year: W. M. Pond at Madison; W. R. Hemmenway at La Crosse; E. W. Walker at Black Earth; H. C. Curtis at Waupun; E. V. Wernick at Hillsboro; E. T. Johnson at Unity; C. M. Fox at Grand Rapids; J. W. Burton at Hudson; O. J. Schuster at Lodi; R. B. Hazard at River Falls; J. E. Hoyt at Columbus; E. R. Johnson at Boscelo; C. H. Sylvester at Whitewater; Geo. B. Smith at Appleton; James Goldsworthy at Prescott; W. J. Hoskins at Merrill; G. W. Bollinger at Watertown; C. G. Woolcock at Westfield; J. A. James at Darlington; and E. W. Pryor at Pewaukee.

Mr. H. J. Menzie has resigned the principalship of the 17th ward school, Milwaukee, and Mr. Chas. Zimmerman succeeds him.

The Milwaukee principals continue the discussion of proposed changes in the course of study. All are agreed that a part of the course will have to be eliminated, but they differ as to details.

At the last meeting of the Milwaukee County Teachers' Association a unique feature was adopted. All the teachers were invited to give a resume of the year's work under the subjects, *What I undertook to do, What I accomplished, Wherein I failed, Wherein I succeeded.* It proved to be an interesting and profitable feature.

St. Francis.

E. A. HELDA.

THE NEW CHAUTAUQUA.

BAY VIEW, MICH.

The recent Bay View assembly, under the superintendency of Mr. John M. Hall, of Flint, was a great success. Bay View is the Chautauqua of the West, and is said to be much more lovely than the real Chautauqua,—"one of the prettiest places in this country." There was a summer school for teachers, a primary, normal, and kindergarten department, a school of music, Sunday-school normal classes, a school of art, a school of oratory, Bible readings, etc. The list of speakers and lecturers included the best talent of the country, among whom were Dean Alfred A. Wright,

Bishop John H. Vincent, Mr. H. H. Ragan, John De Witt Miller, Philadelphia, Rev. P. S. Henson, Chicago, and many others of note. Frequent entertainments were given by Mr. Frank Lincoln, the humorist, well known here and abroad. Professor David Howell, M.S., was superintendent of the school for teachers. Miss Matilda H. Ross had charge of the normal and kindergarten department. The faculties included many who are well known in the educational world. Between three and four hundred teachers were present, one hundred of whom studied the kindergarten methods. The assembly owes its success to the executive ability and energetic management of the superintendent, Mr. Hall.

Com.

THE COLLEGE FOR THE TRAINING OF TEACHERS, No. 9 UNIVERSITY PLACE, N. Y. CITY.

In this school there will be during the present year two regular classes, the junior and senior, as well as the special afternoon and Saturday morning classes for teachers who wish to pursue special subjects. The work of the junior class will include psychology, the science of education, theory and practice of the kindergarten, practical work in the school-room under criticism, as well as the manual training course given last year, in industrial art, wood-work, sewing, and domestic economy.

The senior class course will include the history of educational theories, and the comparative study of educational institutions in various European countries, and in the United States. This class will also receive daily instruction in the methods of teaching, to be followed by practical work and criticism in the model school. On three days in the week they will attend a course of lectures on the History of Civilization and Institutions, to be continued throughout the year. Several hours a week will be spent with Prof. Woodhull in the laboratory, in order to perfect themselves in the best methods in investigating and teaching elementary science. The instruction in industrial art, given in the second year, will be such as will fit the student to do advanced work in the high school.

The model school falls into four departments, the kindergarten, primary, grammar, and the high school classes. In each of these departments the usual instruction in elementary science and English branches is supplemented by manual work a certain portion of each day. Some of this work is given by the regular class teacher, and some of it is given by the special teachers attached to the corps of instruction in the training college. The usual classes in all the manual training departments will also be held. These courses are too numerous to be presented here, but those desiring information concerning them may receive it either in person or by letter on application to President Butler. The library and reading-room will again be opened to all teachers and students in New York City and vicinity, free of charge, and a little later in the year the free course of lectures will be resumed.

DEPARTMENT OF NATURAL SCIENCE.

Three courses of lectures, with laboratory work, will be open to the teachers of New York City and vicinity during the year. The lectures will be given on Saturdays at 10 A. M., and will be followed by laboratory instruction, continuing until 12 M. The first course will begin Saturday October 6, and extend to Saturday December 8. Subject: HOME-MADE APPARATUS. The purpose of this course is to give instruction in the manipulation of glass tubing, etc., for the construction of simple illustrative apparatus. The second course will begin Saturday January 6, and extend to Saturday March 9. Subject: FIRST PRINCIPLES OF PHYSICS. The purpose of this course will be to outline experiments which can be performed with simple apparatus to illustrate elementary physics. The third course will begin Saturday March 16, and extend to Saturday May 20 (exclusive of Saturday April 20). Subject: FIRST PRINCIPLES OF CHEMISTRY. The purpose of this course will be to outline experiments which can be performed with simple apparatus to illustrate elementary chemistry.

This school has commenced a new year with increased attendance, and a very enlarged course of study. It is doing excellent work.

There will be no attempt to teach subject matter in these lectures, but only *methods of illustrating the subject by experiments.* It will be advisable for those who are not specially familiar with the subject matter to read some good text-book in conjunction with these courses. These courses will be specially adapted to teachers in grammar grades, but they may be readily applied to high school grades also. The fee will be \$6 for each course. The material necessary for the construction of apparatus will be furnished in the laboratory at market prices; and, while the amount used will depend wholly upon the inclination of the individual, it is estimated that the expense for the material need not exceed \$4 for each course. The apparatus, when constructed, will belong to the maker. Chemicals and gas will be furnished free of charge. Other special courses are in contemplation.

THE MONTHLY MEETING OF THE CHILDREN'S AID SOCIETY.

The monthly meeting of the teachers of industrial schools of the N. Y. Children's Aid Society was held at the West side school rooms.

The superintendent reported that every one of the one hundred and ten teachers had appeared before their classes punctually on time with but one exception, and that of one teacher late ten minutes. This was a most remarkable and creditable record. Those teachers spent punctually with a big P. Three thousand two hundred and fifty children were on hand on the opening day eager to enter on the school work. A general review of the last year's work was made, and suggestions given for improvements in the industrial department. It was recommended that each scholar be provided with small cloth scrap-books to preserve the best specimens of sewing of the various kinds.

He commended the attention that had been given to teaching the four rules of arithmetic together. It was found that nearly all had adopted the Grube method with gratifying results.

Among other means of improvement he advised them to take and read educational journals, and that they would find none better than the New York paper devoted to education.

They should visit other schools systematically with their eyes

open. Almost every class had some peculiar excellence. Dr. Rickoff's industrial classes were worthy of special attention. He urged the prosecution of the efforts in forming and molding character, and impressing the precepts of temperance in every possible way.

In the matter of examination, he desired that they should do their duty irrespective of examination. They were not to aim to please the examiner, but to benefit the children. They were not to sacrifice the interests and welfare of the children to secure a good examination.

Mr. M. Dupuy made a forcible and eloquent address presenting the topic that there was danger from long continuance in every good work, of losing the first freshness and enthusiasm with which it was first entered on. He thought their work among poor children was the highest and noblest in which any one could be engaged, and looked for great results and permanent good in molding the character and destiny of many in the rising generation.

Miss Bishop responded on the part of the teachers that she had not observed any diminution of interest on the part of the teachers through long service, but, indeed, their zeal and devotion seemed to increase. She herself had been in the work over twenty years, and had now greater interest in education and in the welfare of the poor children than she ever had. Her school on 32d street had grown larger each year, and teachers and scholars were all eager for work.

Mr. Seward and Mr. Dalton, professors of music, were present by request, and presented the merits of the Tonic-Sol-fa system. They gave a history of its rise and progress in America, and its rapid growth in popularity, and believed that before long the system would be generally adopted. They said that its introduction was now favored by many educational papers, and notably the New York School Journal. Mr. Dalton gave a lesson on the modulator writing the notes on the blackboard, and exercising the voices of the teachers on the Doh, Me, Soh. Writing a few notes on the board, and dividing the teachers into four groups, they sang a "round" by note successfully. His mode of indicating notes by the hand, a closed fist for "doh," a level hand for "me" and the palm for "soh," excited great interest. All sang readily according to signal. Many of the teachers have determined to learn the system, and to teach it in their classes.

ANSWERS.

EDISON.

93. The pronunciation is with the accent on the first syllable.

FORM FIRST.

94. In writing, form should first be taught, movement afterward, because it is of the first importance that children should get correct ideas before they fix habits of movement. The discipline of the fingers and arm can be accomplished without writing the letters. All good teachers of penmanship make movement exercises distinct from letter form exercises.

ZOOLOGY TEXT-BOOKS.

95. A catalogue of the best text-books on zoology and physiology would fill this page. The primary teacher should never require pupils to study a text-book in the sciences. She should have for her own use all that she is able to buy, and from them make lessons adapted to the wants of her pupils.

FORM LESSONS.

95. "Lessons in Form," by W. W. Speer, of the Cook County Normal School, Ill., a book recently issued, will be a great help to any teacher. It can be obtained from the publishers of this paper.

FIRST YEAR'S WORK.

96. Each primary pupil, at the close of the first year's training, should have in addition to other things, a good knowledge of the common plants daily seen, the common animals at hand, names of the parts of the body, and a knowledge of distance, time, direction, and location, as learned by daily experience.

TOBACCO.

97. In some states a teacher has a legal right to prohibit the use of tobacco at school and on the way to and from it. Teachers desiring to know what their state law is should address a letter to their state superintendent of public instruction.

COMPOSITION WRITING.

98. Language expression, with the pen or pencil, should commence as soon as a child is able to write. Young pupils who are properly taught delight to express their thoughts both with their lips and with their fingers. It all depends upon how the subject is introduced, whether the pupils are interested in composition work or not. It may be made as dry as chips or as attractive as caramels. It all depends upon the teacher.

CONCERT READING.

99. Probably more injury has been done pupils by concert reading than by any other method of teaching expression. It is a delusion and a snare. The following reasons are conclusive: (1) It promotes a sing-song tone. (2) It encourages imitation. (3) It destroys personality and individuality. (4) It usually leads pupils to speak too loud. (5) It covers up individual mistakes. There are many other reasons; these are enough this week.

LITERARY MAGAZINES.

100. We are asked to name three literary magazines published in this country. In reply we would say that if there is any teacher so ignorant as not to have heard of

The Century, *Scribner's*, and *Harper's*, as well as *The Atlantic*, *Cosmopolitan*, *Littell's Living Age*, etc., we pity his or her condition.

TO AND FROM SCHOOL.

101. In most states teachers have authority over pupils while they are going to and from school. If this were not the case, it would be difficult to define where the teacher's authority begins and ends, for it will be seen that it might be claimed by a refractory pupil that, if he was a rod away from the school-house, he was on his way either to or from home. The only way to give a teacher authority over pupils out of doors is to make it unlimited as to distance, or, rather, to consider that the teacher's authority commences where parents' ends.

SUPPLEMENTARY READING.

102. It enlarges scientific, historical, and literary, as well as general, knowledge. It familiarizes pupils with some of the masterpieces of fine writing. It creates fresh interest in reading, by affording a change from the usual text-books. It develops a taste for reading. Being used without the customary drill of the reading book it enables pupils to appreciate thought and expression. There are other reasons, but no space to give them.

LETTERS.

WRITE TO THE NEW YORK STATE INSTITUTE CONDUCTORS.

104. I would beg leave to take exception to the 10th question in geometry in the Questions for State Certificates, in your issue of Sept 1. Four equal circles may be placed so that each will touch two others and yet the area included between the four arcs will not equal the area of a square whose side is the diameter of one of the equal circles, minus the area of one of the equal circles. Who is responsible for the error?

New Brunswick, N. J.

CHARLES JACOBUS.

105. EDUCATIONAL AFFAIRS IN BROOKLYN.—The new course of study has its good and bad effects. Chief among the latter is this: The work is mapped out on its pages, and parceled in still smaller doses by principals and heads of departments. Teachers who, before the book came out, were eager to learn of one another, now fall meekly into their separate traces, feeling that each day's work is down on the program, definitely sliced off from the term's loaf, and not to be endangered by foreign "ideas" from any source whatever. A return to the old stagnation seems imminent, except among a few who have seen too much of life to be content again with death. If superintendents could learn to control without repressing!

THE JOURNAL is needed. Do you know of any other paper that receives a wider patronage? My heart aches over superstition in other quarters, because of its effect in the unutterable superstition in our schools. It actually roofs the kindergarten over with stained glass, giving the mind an enforced and unnatural bent from infancy. It cripples thought and emotion alike, and only after the soul has burst its iron bonds and thrown them bravely off forever, and found other freed souls for companions, can it truly live. Even then it cannot work unhampered, which is, after all, the main part of life.

ONE WHO DESIRES REFORM.

106. A CRITICISM.—In the SCHOOL JOURNAL of Sept. 1, I notice under the heading, "A New Solution of a Geometric Problem," what is claimed to be a new method of finding the area of a triangle, when the three sides are known.

If by "new" Mr. J. N. Hatch intends to claim originality in the solution, he is certainly wrong in his claim, for almost any geometry furnishes a method of finding the perpendicular, when the three sides are known. If you printed his solution as he sent it to you, he is wrong in his solution also. Equation three from the last is not correct.

$\frac{AC \cdot CD + AC \cdot CD}{2}$ is not equal to CD . It should be $\frac{AC + CD}{2}$. $AC \cdot CD = CD$. I suppose this method is as old as the days of

Euclid, but in practice it is more cumbersome than the usual method, and the work cannot be abridged by logarithms.

Magnolia, Ark.

E. M. CONRY.

107. UNIFORM EXAMINATIONS.—There are many objections to the "uniform examination" system of New York State. The most serious one, and the one most difficult to overcome, is that these examinations were originated in the interest of graduates of normal schools. This idea prevails to some extent, and as a result, in some places in this state, normal graduates could not obtain situations as teachers, without taking the examinations for commissioners' certificates. Another objection is that a certificate of either grade is not a guarantee that it will be considered a legal qualification outside of the commissioner district in which it is granted. A normal diploma permits the holder to teach in any part of the state. It is often the case—more often than otherwise—that the teacher who has had several years of successful experience, even though he has not been a normal student, is better qual-

ified to teach and govern a school than many normal graduates. It seems unjust that a teacher holding a first grade certificate should be at a disadvantage because he has gone from one town into another outside of his district. What can be done about it? Under the present system the attainment of seventy-five per cent. in certain examinations will entitle one to a first grade certificate. Some candidates just pass; others reach a high standing. When a high per cent. is gained (say ninety or over) the superintendent of public instruction might make the certificate effectual (by endorsing it), throughout the state.

As the matter now stands, any teacher who has no license but a commissioner's certificate, is liable to re-examination the moment he attempts to teach outside of particular limits, and that without regard to his previous standing or experience. The fact that commissioners are very likely, as a matter of courtesy, to endorse these certificates does not abrogate the fact that the teacher, notwithstanding his trouble and expense in attending an examination that is uniform throughout the state, is not qualified outside of a few towns in his county until this endorsement is made.

That the uniform examination system will raise the standard of qualifications for teaching, does not admit of doubt. It is a long step in the right direction. A change in the regulations regarding first grade certificates, giving the holders the right to teach in any common school in the state, providing they reach a certain standing above the minimum, would help to perfect an already excellent system. I write from the teacher's standpoint, and for the purpose of opening a discussion of the subject. Let us hear from others.

Mellenville, N. Y.

M. W. THOMPSON.

MORE OF THE CHILDREN'S WORK.

I send samples of picture and reproduction stories from September INSTITUTE. I find them very useful, although I do not think I have attained the best results. I have left the stories just as they were handed in.

Queensboro, Ontario.

ANNIE M. THOMPSON.

PICTURE STORY.

LITTLE MAY.

Little May Brown lived in a small town in a large frame house. She had one sister and one brother going to school. She was very fond of her brother, for in the summer he would take her in the woods to gather wild flowers, and in the winter he would take her for rides in the sleigh. She often wished she could go to school with them, but her parents said she was too young. She always slept late, and one night her father said if she got up early enough she could go to school. She dreamed about school all night, and woke up about six o'clock. She dressed and went down-stairs, but nobody was up. She got a bowl of bread and milk, and got in her high chair, and ate her breakfast alone. Then she went out to the barn, but everything was asleep yet. She thought she would lay down in the hay and wait till the rest got up, but she soon went to sleep. When the rest got up they went to wake her up to go to school, but she was not there. Annie and Charlie both stayed home to look for her, and at last Charlie found her in the hay. She told them all about it, and they had a good laugh. May did not go to school until the next summer.

MAGGIE NICHOL. Age 10.

Another story, by Carrie Phillips, age 12, was very good, but we have no space for it.

REPRODUCTION STORY.

OUR COUNTRY.

Many years ago, where our city stands now was a very wild forest. An Indian lived there in his wigwam, and the people used to sail up and down the river looking for fish. The Indian's children used to stand by the wigwams, and listen to the birds singing in the trees. The Deer and the bears used to roam about in the forest.

EMMA DIAMOND. Age 11.

I enclose a number of memory exercises written by my B class members. I have made no corrections, and they are reproduced from a single reading.

Weatherly Pa.

LIZZIE E. HARLEMAN.

COLUMBUS.

Far off in the sunny land of Italy lived a brave sailor named Columbus. He thought the earth was round, and that if he could get aid it would be more pleasant and nearer going to India, going by water than crossing the desert. He did not get aid in his own country, so he went to Spain after waiting a long time. Queen Isabella at last listened to him. He set out with three vessels, and after a long time the other sailors got frightened, and said they would turn back, they even thought of throwing him overboard, but he was brave. They soon discovered one of the Bahama Islands, which he named San Salvador. The red men he saw he named Indians, because he thought he had discovered India.

HATTIE BITTNER. Age 11.

OUR COUNTRY.

Long, long ago, the place where this city now stands, there used to be woods where the Indians built their huts and fires. The little Indians used to listen to the birds that sang in the trees. The Indians used to build little boats out of the trees, and put them in the water. They lived upon fishing and hunting.

HARRY HOFFMAN. Age 11.

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BOOK DEPARTMENT.

NEW BOOKS.

POTTER'S NEW ELEMENTARY GEOGRAPHY. Designed for Primary and Intermediate Classes. By Miss Eliza H. Morton. Teacher's Edition. Philadelphia: John E. Potter & Co., 29-35 North Tenth Street. 126 pp.

The teaching of geography is now much more of a science than at any previous time in the history of education, and is being recognized as embracing almost every other branch of science. Zoology, ornithology, botany, mineralogy, geology, and ethnology, all are now included in the study of geography. This book by Miss Morton, a teacher of geographical science, will be of great help in the preparation of, and presenting the study of, geography in its proper and legitimate manner. She gives in a distinct and simple manner, a general outline of a course of elementary instruction, including an outline by topics, followed by a model oral lesson. But the most valuable feature of the work, is perhaps, the "Notes" which are given in connection with the lessons. These Notes are a perfect representation of what may, and should, be done with each lesson taught. Illustrations are brought in, of the very simplest kind in regard to the motions of the earth. In fact the whole ground is gone over, and the young or inexperienced teacher will find the best of help in studying this part of the book. The illustrations are good and many of them are new and not generally found in geographies, which also go to prove that the science extends even to the gathering of flowers or picking up of sea shells.

THE KALEVALA. The Epic Poem of Finland. Into English by John Martin Crawford. In two volumes. New York: John B. Alden, Publisher. 744 pp. Cloth, gilt top, \$2.00; half morocco, \$2.50.

Max Muller, in his lectures on the Science of Language, places this great national epic poem of the Finlanders, by the side of Homer's Iliad. It is now for the first time, in complete form, translated into English. Its magnitude is remarkable, making two octavo volumes, and containing nearly twenty-three thousand lines. Apart from the great literary merit of the poem, which by all critics is unanimously pronounced extraordinary, it has for Americans a special curiosity, owing to the likeness in its style to Longfellow's "Hiawatha." The Kalevala describes Finnish nature very minutely and beautifully. It relates the ever-changing contests between the Fins and Laplanders, very much as the Iliad relates the contests between the Greeks and Trojans. It abounds with the most fascinating folk-lore about the mysteries of nature, the origin of things, the enigmas of human tears, and represents the entire wisdom and experience of the nation. The three main personages, Wainamoinen, the ancient singer, Ilmarinen, the eternal forgerman, and Lemminkainen, the reckless wizard, are all conceived of as being of divine origin. All the characters nearly are magic beings, superhuman in their acts, and the numerous myths are full of significance and beauty. Taking it altogether it is a most wonderful and enchanting production. A few words do nothing toward representing its peculiar charms and poetical fancies.

ANCIENT HISTORY. For Colleges and High Schools. By William F. Allen and P. V. N. Myers. Part I. The Eastern Nations and Greece. By P. V. N. Myers. Boston: Published by Ginn & Co. 479 pp. \$1.55.

This portion of the book, embraces the history of the Egyptians, Assyrio-Babylonians, Hebrews, Phoenicians, Lydians, Medes and Persians, and Greeks. It has been written in the light of the most recent revelations of the monuments of Egypt and Babylonia; and the connecting links between the history of the East and that of the West have been carefully traced, and the influence of Oriental civilization upon the Western peoples has been fully indicated. In a well written and elaborate introduction the races and their early migrations, are given, including a diagram of the races of mankind, with their chief families and peoples. The author shows that before the East gave a religion to the West, it imparted to the younger peoples of Europe many primary elements of art and culture. A feature also, brought out distinctly, is that one which, while tracing the growth of Greek civilization, the fact is proven that the determining factor was the wonderful development of the Greek genius, peculiar to the nation itself. The two sections into which this book is divided comprise, I.—The Eastern Nations, embracing twelve chapters, and II.—Greece, thirteen chapters, each one of which is full of interesting and important information. The maps and illustrations which enrich the volume, are drawn from the most authentic sources.

THE STORY OF BABYLON AND PERSIA. By Zenaide A. Ragozin. New York: G. P. Putnam's Sons. London: T. Fisher Unwin. 447 pp. \$1.50.

This volume is really a continuation of the Story of Assyria, and includes a study of the Zend-Avesta, or Religion of Zoroaster. The time passed over extends from the fall of Nineveh to the Persian War. There is, perhaps, not one of the volumes in the series more full of interest than this one, containing as it does, among other valuable points, the history of the Persia, which is considered of greater importance and interest, than almost any of the so-called heathen religions. The Persia did not, as their enemies, the Mussulmans averred, worship fire, and so contemptuously called them "Fire Worshipers;" they only honored it as the purest and most perfect emblem of the deity. Other subjects are,—Aryan Myths, Migrations and Foreign Influences, The Last Days of Judah, Lydia and Asia Minor, Babylon the Great, Media and the Rise of Persia, Cambyses, Darius I, Years of Civil War, First Period, Second Period, Years of Peace; Darius, Third Period, Foreign Wars. Under these subjects a great amount of important historical information is given, which to the thoughtful student of the history of that period, is invaluable.

THE VIRTUES AND THEIR REASONS. A System of Ethics for Society and Schools. By Austin Bierbower. Chicago: George Sherwood & Co. 394 pp.

Moral instruction is often excluded from public schools on account of the difference of opinion on the religions presented, and a lack of text-books acceptable to all. In preparing this volume, however, the author has laid differences aside and presented, systematically, that morality which is common to all civilized peoples, so that Catholics, Protestants, Jews, and unbelievers, may use it with equal approval. In arrangement the book is divided into Duties Regarding Others Chiefly,—and, Duties Regarding Self

Chiefly. Under the first head, we find discussed from all points; kindness, truth, honesty, family duties, public duties, and special duties. These heads are treated in all their variety of subjects. In Duties Regarding Self, are found—self-development, industry, self-support, self-control, temperance, self-respect, purity, and conscientiousness. The book contains much that is good and valuable, as well as interesting. The type is excellent, and the binding a neat brown, in color, decorated.

BENJAMIN FRANKLIN: HIS LIFE, WRITTEN BY HIMSELF. Edited for school use, with notes and a continuation of his life, by D. H. Montgomery. Boston: Ginn & Co., Publishers. 318 pp. Mailing price, 50 cents.

The "Classics for Children" series, to which this book belongs, has done much toward cultivating a taste for good literature among young people, and has, therefore, found great favor among teachers. In the present volume, is recorded the life of one of our greatest men, who obtained distinction as a journalist, author, scientist, diplomat, patriot, and philosopher. The greater part of the narrative is given in Franklin's own clear and forcible, though oftentimes, quaint style, and the story is rounded out in an admirable manner by Mr. Montgomery. There is no other man of Revolutionary fame whose life excites more interest, or furnishes more instructive lessons. His struggles with poverty, his efforts to improve his mind, his frugality and industry, which mark his early history, have won the admiration, and excited the emulation of youth for over a century, and will incite many others to worthy effort. Franklin's after life bore rich fruit, such as one would expect from early years so profitably spent. His history, as publisher of *The Pennsylvania Gazette*, clerk of the legislature, member of the legislature, postmaster-general, experimenter in electricity, agent of the colony to England, minister to England, minister to France, delegate to the Colonial Congress, signer of the Declaration of Independence, and member of the Constitutional Convention, shows the greatness and versatility of his mind. His "Poor Richard's Almanac," was filled with solid nuggets of advice such as may be profitably studied in this age of extravagance and indifference to homely, every-day wisdom. This book will undoubtedly prove one of the most useful of the series as a supplementary reader, for history classes. Such books do much towards divesting the subject of its dryness by presenting in a pleasing light, the deeds of the men who have helped to make history. The numerous foot-notes will assist to a proper understanding of the text. There is an excellent frontispiece portrait of Franklin, and other illustrations are scattered through the book.

QUANTRELL'S POCKET CLASS-BOOK, with Complete Negative Marking System. For the Use of all Grades of Schools. Chicago: A. Flanagan, Publisher. 54 pp. 35 cts.

As the marking system in our schools is still a thing not of the past, and teachers must of necessity use the system, anything that will lessen the labor and simplify its tediousness, will be acceptable to over-worked and tired teachers. This neatly bound pocket edition, large enough for all practical purposes, is ruled in red, and can be used, if need be, as an ordinary grade book. To be thoroughly appreciated, it must be examined.

SCHOOL-ROOM COGITATIONS. By Alfred C. Thistleton, a ten-year-old pupil in the North Seventh Street School, Newark, N. J. 108 pp.

This very young author's heart no doubt swelled with pride as he dedicated this book, "to my Dear Mother," and if it does not make him vain and interfere with his further progress it will be well. It was all composed in the school-room, corrected in the presence of the author, and copied upon paper by other pupils. In no case has the phraseology been changed, except in a few instances where the meaning was not clearly expressed, and these few lines the boy changed himself. While the lad is not quite a Chatterton, his work shows remarkable progress in the art of composition. The subjects are various, as "Horace and His Dog," "Dan's Adventure," "Lillian," "Jack's Adventure," "Two Wolves' Skins," etc. The book is well printed, and has for a frontispiece, a portrait of the author with his autograph. His teacher says that the book is published "partly for glory, and partly to secure money for a school library."

REPORTS.

FIFTH ANNUAL REPORT OF THE BUREAU OF STATISTICS OF LABOR OF THE STATE OF NEW YORK, for the year 1887. Transmitted to the Legislature April 2, 1888. The Troy Press Company, Printers. 726 pp.

The Fifth Annual Report of the Labor Bureau gives a retrospect of the acts passed during the one hundred and tenth session of the Legislature. These acts include laws for arbitration of difference between employers and employees, saving and insurance funds, industrial drawing schools, mechanic's wage lien, inspection and supervision of tenements and lodging houses, protection of women and children employees, free libraries, holidays, enforcing the observance of the Sabbath, regulating factories, for protecting messenger boys' morals, limiting hours of labor on surface railroads, and other important points, also, which, if brought forward, a generation ago, as at present, would have produced a hue and cry against interference with the sacred rights of capital. The Bureau of Labor Statistics has been recognized as an eminently useful means whereby the facts and conditions necessary to effective legislation in all matters relating to labor and capital can be obtained. State Bureaus are now established in twenty states, besides a National Bureau at Washington. In the arrangement of the matter composing the present Report, following on introduction, are found five parts,—I, Strikes of 1887,—2, Boycotts,—3, Early Closing and Holidays,—4, Conspiracy Persecutions and Conspiracy Laws,—Appendix, Labor Laws of 1886-1887.

REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF MICHIGAN, 1887. Hon. Joseph Estabrook, Superintendent.

The provisions of the law requiring that instruction be given in physiology and hygiene, with special reference to stimulants and narcotics, was more generally complied with than ever before, and the elementary work was generally well done. In regard to institutes, it may be said that the attendance has increased with their growing popularity. The University, the Agricultural College, and the Normal School each had a larger attendance than during any preceding year. The average length of school in all the districts was 7.5 months, and in the ungraded districts 7.5 months. The superintendent asks, "Ought not the term to be lengthened in justice to the children in the sparsely populated districts?" The number of districts was increased by 30, and there were 32 more graded districts than in the preceding year, and 14 more ungraded ones. The total number of children included in the school census was 619,970, of which 308,368 were in the graded districts; total enrollment, 421,308; including those attending private schools the enrollment was 458,915; number of teachers, 10,106; average number of pupils to a teacher, 41.

In addition to the statistical and other reports, the book contains the report of the transactions of the Michigan State Teachers' Association held at Lansing December 27, 28, 29, 1887, with the president's address. The book contains essays on educational subjects by Prin. J. M. B. Sill, Charles Carlisle, President G. F. Mosher, of Hillsdale College; Hon. C. A. Gower, Supt. J. N. McCull, Hon. H. R. Gass, Fred Glafke, Jr., Orr Schurtz, C. B. Bemis, besides reports of the state board of education, the state reading circle council, etc. These papers and reports contain considerable matter of great value to teachers.

LITERARY NOTES.

"OUR YOUNG FOLKS' READING CIRCLE" is the name of a new organization formed for the purpose of promoting good reading among boys and girls. Among its board of directors are William H. Rideing, Mrs. Livermore, Miss Frances E. Willard, Professor J. W. Stearns, Dr. Bascom, and the Rev. Lyman Abbott. It has also a board of counselors, who, with the board of directors, must pass on all books before they are approved. This is a capital idea, and it is to be hoped that it will succeed. Now let an association be formed to tell grown-up people what books to read and what books not to read. Many of them need directions on this point as badly as the boys and girls.

The influence of Aristotle on the development of modern thought, is the subject matter of an interesting essay prepared by "Brother Azarias," of "The Brothers of the Christian Schools" for the Concord summer school of philosophy. It is published by the Messrs. Kegan Paul, Trench & Co., London, in a convenient little 32mo, with the title of "Aristotle and the Christian Church." It discusses the attitude of the church toward philosophy, the rise and development of Aristotle's influence in modern thought, in the West and East, and among the Arabs; his influence in the church, the universities, and on the later developments of philosophy.

HOUGHTON, MIFFLIN & Co. announce a new biographical series to be devoted to men who developed and shaped religious thought in this country.

The SCRIBNERS are publishers of "Dogmatic Theology," a new work by Dr. William G. T. Shedd. It is the fruit of forty years of severe study.

D. C. HEATH & Co., Boston, publish Compayre's "Lectures on Pedagogy: Theoretical and Practical," a companion volume to their Compayre's "History of Pedagogy," translated and annotated by Professor Payne, of the University of Michigan.

MRS. MARY HARTWELL CATHERWOOD will contribute a short serial story, based on early Canadian history, to early numbers of *The Century*.

GINN & Co. announce "Voices of Children," by W. H. Leib, a theoretical and practical guide for the training, protection, and preservation of children's voices in speaking, reading, and singing.

LEE & SHEPARD, Boston, have ready a new edition of Elam's "A Physician's Problems," which treat of brain, nerve, and mind.

FORDS, HOWARD & HULBERT have among their September publications "Sermons from Plymouth Pulpit," by Henry Ward Beecher, in four volumes.

TICKNOR & Co. announce an interesting work, "Four Years with the Army of the Potomac," by Gen. Regis De Trobriand, one of the French officers that obtained distinction in the Civil War.

G. P. PUTNAM'S SONS publish "The Relation of Tariff to Wages," by David A. Wells; "Tariff Chats," by Henry J. Philpot; "The Economic Fact Book and Free Trader's Guide," compiled by R. R. Bowker; "The Tariff and its Evils," by John H. Allen.

J. L. BURRITT, A.M., of Bayonne, N. J., has prepared a tabular outline of the essential elements of the course of digestion, circulation, and assimilation of food, which may be had by addressing him.

CATALOGUES AND PAMPHLETS RECEIVED.

Annual Report of the Commissioner of Pensions for 1888. Hon. John C. Black, Commissioner.

Twenty-second Annual Catalogue of La Grange College, La Grange, Mo., 1888-9. J. F. Cook, M.A., LL.D., President.

Fifth Annual Catalogue of the Tri-State Normal College, and Business Institute, Angola, Indiana, 1888-9. L. M. Sniff, A.M., President.

The Broadway Graded School and Normal Institute, Broadway, Va., 1888. C. E. Banglebaugh, Principal.

MAGAZINES.

Under the title of "Memories of Fifty Years" will be published in *Scribner's Magazine* reminiscences of Lester Wallack, in three parts, the first part appearing in October. These papers had just been completed by Mr. Wallack at the time of his death. The November number will have the article, "From Gravelotte to Sedan," by Gen. Philip H. Sheridan.—The frontispiece of the *Magazine of Art* for October, is an etching after the picture by Sir J. E. Millais, entitled "The Convalescent." It is impossible to mention all the attractions of this fine number. Among the articles are: "Old Arts and Modern Thoughts," "Sculpture at the Royal Academy," magnificently illustrated; "The Stopping Point in Ornament," "The Keppelstone Collection," "The Barizon School," etc.—The *Quarterly* for October is undoubtedly one of the finest numbers published of that excellent magazine. The opening paper is entitled "The Day of Atonement as Observed by the Modern Jews." Rev. R. H. Lovell, writes of "Sentimental Christians." The Rev. Tryon Edwards, D.D., of Detroit, discusses "Newton and Voltaire on Philosophy." These are only a part of the treasures contained in the number.—*The Home-maker* is the name of a new magazine, edited by Marion Harland, the first number of which will appear October 1. The editors and publishers will endeavor to furnish a magazine that will interest every member of the household. Among those who contribute to the first number are Rose Terry Cooke, Oliver Thorne Miller, Catherine Owen, and Sara Webb Viles.—Mr. George Kennan's Siberian articles, are to continue through the coming year of *The Century*. Among other matters of great interest will be the culmination of Mr. Kennan's revelations in a minute and tragic account of the mines of Kara, to which more than a single article will be devoted. Charles De Kay will contribute a series of illustrated articles on Ireland.—The September *Compagnon* has among other articles: "Yachting in 1888," by S. G. W. Benjamin; "Millionaires of New York," "The Adventures of a Lion-Tamer," "How to make Money in Wall Street," besides poetry and fiction. A fine portrait of E. P. Roe is given.—The September *Phrenological Journal* has an impartial sketch of the young emperor of Germany, "A Bit of Alexandria, illustrated," "Pneumonia and Typhoid Fever," besides much matter on science, health, and other topics.

A Book which has Helped Me.

Under title of "books which have helped me," a galaxy of famous authors has given expression to some suggestive opinions. Of course cases varied, and there were unavoidable omissions. So for the purpose of filling the hiatus occasioned by one of them we subjoin the following brief notice from the editorial columns of the *New South*.

"We have seen the efficiency of the compound Oxygen Treatment as prepared by Drs. STANLEY & PALEN, No. 1339 Arch Street, Philadelphia, Pa., or 331 Montgomery street, San Francisco, Cal., tested so fully and successfully in a number of cases, embracing a variety of diseases, that we do not hesitate to recommend it to all afflicted with chronic diseases of any kind. Send for a copy of their treatise on Compound Oxygen, an interesting book of 200 pages, sent free by mail."

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Indiana.

Vol. XII. of American Commonwealths. By J. P. DUNN, JR. With a Map. 16mo, \$1.25.

Mr. Dunn is a resident of Indiana, and by adequate knowledge and literary skill is peculiarly competent to write of it. His book is the only record of the official and political life of William Henry Harrison while he was Governor of Indiana Territory, and gives for the first time the details of the struggle over the question of slavery in that Commonwealth.

The McVeys.

A Novel. By JOSEPH KIRKLAND, author of "Zury." 16mo, \$1.25.

"The McVeys" reintroduces some of the characters which figured in "Zury," and is in some respects a continuation of that remarkable story, which depicted with wonderful force and fidelity the conditions and experiences of pioneer life in Illinois.

The Guardians.

A Novel. 16mo, \$1.25.

This novel, though published anonymously, is from no unpracticed hand. Some of the best pages of *The Atlantic Monthly* for the current year are from the same source, and have delighted a host of readers by their excellent qualities of thought and style.

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This work is a narrative of an episode which is perhaps the most unique and remarkable in American history—that of the settlement of Middle Tennessee. It is in a measure a continuation of the thrilling story told by the author in two preceding volumes, "The Rear-Guard of the Revolution" and "John Sevier as a Commonwealth-Builder." The three volumes together cover, says the author in this preface, "a neglected period of American history, and they disclose facts well worthy the attention of historians—namely, that these Western men turned the tide of the American Revolution, and subsequently saved the newly-formed Union from disruption, and thereby made possible our present great republic."

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Language. University Edition, 3.00

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Language. Library Edition, 2 vols., 4.00

"It meets a real want of our time. No other work has covered the same ground in delineating all the influences that unite in the development of language and literature."—T. WHITTING BANCROFT, Prof. Eng. Literature, Brown University.

"The work is clear, animated, and natural in style; judicious in its criticisms; not deficient in its statement of facts; happy in its illustrative selections. It is not a dictionary of authors, nor a catalogue of books. I very cordially recommend it to all who may desire to find a safe and pleasant guide to a knowledge of the development of the English language and literature."—CYRUS NORTHROP, LL.D., Pres. of University of Minnesota, formerly Prof. of English Literature, Yale College.

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